



# **WHY NOT YOU ACADEMY**

**Charter School Program for Innovation and Excellence Application Narrative**

**Why Not You Academy**

**April 5, 2021**

## Executive Summary

Why Not You Academy (WYNA) is a new, innovative high school that will grow to serve 400+ 9th-12th grade students in Des Moines, WA starting in August 2021. Our mission is to reimagine public education; co-constructing an innovative, mentorship-based, deeper learning school with the community we serve; and prepare students for success in college, career, and civic life. Our educational program is comprised of three key design elements:

- **Personalized Pathways** - Students are in control of their own learning and work with their advisors to develop, refine, and hold themselves accountable for their Personal Learning Plans. These plans are developed to specifically help students envision, work towards, refine, and achieve their post-high school goals.
- **Experiential Learning** - Learning outcomes are focused on inquiry-based, real-world projects. Teachers play the role of coach and curator of the student experience, teaching students to think critically, communicate effectively, and work collaboratively to solve the challenges in their community and develop the competencies to thrive in a fast-moving, global economy.
- **Leaving to Learn (L2L)** - Knowledge is important, but true success relies on the ability to navigate complex systems, and to develop meaningful human relationships. Students spend 1 day every week working with professionals and mentors, gaining insights about themselves, developing their networks, and gaining practical real-world skills.

The CSP Implementation Grant funds will be used to (1) equip, furnish, and supply classrooms for learning; (2) create a sustainable college and career readiness program for the 21st century; and (3) set up strong financial and operational planning policies, procedures, and oversight.

## A. Grant Project Goals

At WNYA, our vision is that high school should be an inclusive community where every student has access to the opportunities they deserve and every student graduates with the agency, experience, and skill sets they need to live an intentional, purposeful, and fulfilling life. We know these opportunities exist for some and believe in expanding access to them for all. WNYA will offer a personalized, experiential, and real-world curriculum that balances a culture of high expectations with high support through relationship, relevance, and rigor. WNYA is a new kind of high school whose primary objective is to prepare students to graduate who are: Self-directed, lifelong learners; World-class communicators and collaborators; Book-brilliant, street-smart, and world-wise; Experienced in real-world problem solving and work; Community builders and community leaders. The CSP Implementation Grant will be used to accomplish this by resourcing an optimal learning space and relevant curriculum, and ensuring financial sustainability of the program. In meeting the goals listed below, WNYA will be equipped to meet its mission-specific goals of (1)  $\geq 80\%$  of Why Not You Academy students & families affirm a sense of belonging, relevance, personalization as measured by annual student/family survey; (2) Student academic and personal growth as measured by competency-based portfolio aligned to WA K-12 Learning Standards; and (3)  $> 90\%$  of WNYA students experience a high-quality internship experience. CSP funds will be specifically used to meet the following goals:

Performance Measure	'21-'22 Targets	'22-'23 Targets	'23-'24 Targets
<p><b>Goal #1:</b> Furnish and equip the WNYA facility to ensure an optimal learning space, student safety, and resources necessary to support students in their interdisciplinary projects, learning plans, and leaving to learn experiences.</p>			
<p><b>Justification:</b> To fully implement the program in the WNYA facility as the number of students and grades served continues to grow, WNYA will need to procure technology at a 1:1 student-to-computer ratio, 1:1 staff-to-computer ratio, and an additional class set of devices as loaners/replacements, and outfit classrooms with technology, equipment, supplies, and furniture required to launch the program. Providing our teachers and students access to technology, and developing technical skills and proficiency, is required to allow them to thrive in the 21st century. The digital divide is even more pronounced now, given the circumstances of remote teaching and learning in the midst of the COVID-</p>			

19 pandemic. Students need these resources to access our curriculum and engage in experiential learning in and out of school.			
Purchase laptops to implement a 1:1 device model for students and faculty.	Purchase 120 student laptops and 16 faculty laptops in preparation for year 1 of operations.	Purchase 120 student laptops and 8 faculty laptops in preparation for year 2 of operations.	Purchase 120 student laptops and 6 faculty laptops in preparation for year 3 of operations.
Prepare for, and equip, the WNYA facility beginning July 2021 (and each year after) in accordance with the WNYA student and faculty growth plan.	Purchase necessary materials, supplies, classroom furniture, equipment, instructional technology and insurance coverage in preparation for 104+ students and 16 FTE faculty across 8 classrooms for Year 1 of operation.	Purchase classroom furniture, consumable supplies and materials, equipment, instructional technology for 208+ students across 10 classrooms.	Purchase classroom furniture, consumable supplies, instructional technology, equipment for 312+ students across 16 classrooms and 7 advisory rooms.
<b>Goal #2:</b> Build and implement a world-class learning program focused on college and career readiness for the 21st century, supported by mission-aligned staffing and curricular coherence, by August 2023.			
<b>Justification:</b> The WNYA approach to maximizing student access and opportunity to a world-class, experiential, relevant, and rigorous college and career preparatory program is dependent on pedagogical innovation, data-driven instruction, curricular coherence, and alignment of job-embedded staff professional development and student support structures. We believe the use of CSP funds to support the time and effort necessary for high-quality curriculum & program development, pedagogical support, and to build a culture of continuous, data-driven, professional learning is necessary and crucial.			
Chief Academic Officer (CAO) oversees hiring, planning, and implementation of WNYA approach and design elements. This is inclusive of a data-driven leadership team structure with Dean and Internship Coordinator, and coordination and collection of measures of quality from Family and Mentor Advisory Councils, survey and academic data, and norm-referenced assessments to drive professional development.	Lead grade 9 curriculum implementation Plan grade 10 curriculum development and implementation planning. Plan job-embedded staff/student support structures. Develop world-class Leaving to Learn (L2L) program. Design and facilitate community-based communication and input structures (Student, Family, Mentor Councils).	Lead grade 10 curriculum implementation. Plan grade 11 curriculum development. Lead job-embedded staff/student support structures. Oversee Leaving to L2L program expansion and development. Facilitate community-based communication and input structures.	Lead grade 11 curriculum implementation lead. Plan grade 12 curriculum development Lead job-embedded staff/student support structures. Oversee Leaving to L2L program expansion and dev Facilitate community-based communication and input structures.
Internship Coordinator leads Leaving to Learn (L2L) program development, inclusive of mentor recruitment, community	Lead L2L program development and implementation. Planning and co-	Lead L2L program development and implementation. Co-facilitation of	Lead L2L program development and implementation. Co-facilitation of

partnership development, student post-high school plan scaffolding, Career Choice curriculum design, and the development of industry-aligned guided pathways for WNYA students and graduates. Coordinator tracks and responds to program data (e.g. mentor retention, internship metrics, project rubrics, post-hs goal attainment, etc.).	facilitation of Mentor Advisory Council.	Mentor Advisory Council.	Mentor Advisory Council.
Dean of Instruction & Culture leads key grade level team initiatives at the intersection of student support team and staff job-embedded professional development.  Facilitates the WNYA multi-tiered systems of support approach to student intervention and data collection and co-facilitates, with the CAO, the job-embedded and data-driven instructional planning structure. Assessment coordinator.	Design and development of Student Assessment Plan (inclusive of MAP, Lexia, SBAC, WCAS, etc.)  Development of data-driven grade level and MTSS teams.  Development of Observation, feedback, and evaluation of support staff and Teaching Fellows.	Coordination of Student Assessment Plan (inclusive of MAP, Lexia, SBAC, WCAS, etc.)  Facilitation of data-driven grade level and MTSS teams.  Observation, feedback, and evaluation of support staff and Teaching Fellows.	CSP funds not being used in '23-'24 for this Performance Measure.
Two Teaching Fellow Positions support reduction of Advisory student ratio and successful implementation of hands-on, experiential, project-based, and interdisciplinary approach to the academic core.	CSP funds not being used in '21-'22 for this Performance Measure.	Reduction of Advisory student ratio to 18:1 (from 22:1)  Allow for team/co-teaching in the academic core (Math, Science, Humanities) and support real-world experiences and project-based application.	Reduction of Advisory student ratio to 18:1 (from 22:1)  Allow for team/co-teaching in the academic core (Math, Science, Humanities) and support real-world experiences and project-based application.
<b>Goal #3:</b> WNYA will set up strong financial and operational planning policies, procedures, and oversight to ensure that the school is financially sustainable and compliant.			
<b>Justification:</b> Exceptionally strong schools not only deliver excellent educational opportunities to scholars and families, they also operate in a fiscally responsible and sustainable manner. Operational and fiscal success will allow educators to focus more on teaching and learning and implementation of the WNYA academic model.			
First-year financial audit	Director of Operations will devote considerable time and effort to establishing strong operational systems are in place to	CSP funds not being used in '22-'23 for this Performance Measure.	CSP funds not being used in '23-'24 for this Performance Measure.

	pass the first-year audit without any findings.		
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## **B. Educational Philosophy, Key Design Elements, and School Culture**

### **B1-B2. Utilizing Autonomy and Flexibility in Educational Philosophy and Key Design Elements**

WNYA’s design addresses the goals of, and utilizes the flexibilities of, RCW 28A.150.210 through a competency-based academic program aligned to Washington State K-12 Learning Standards and rooted in the Deeper Learning<sup>i</sup> and non-cognitive<sup>ii</sup> competencies essential for students to thrive beyond high school. WNYA addresses the academic needs of students of color, students from low-income communities, English Language Learners, and students that qualify for Special Education through a rigorous focus on personalized student pathways, post-high school goal setting, and personal/academic skill development combined with universal access to curriculum and a culture of high expectations, and high support for all learners. The educational program, student experience, and staff professional development is centered around three key design elements.

#### **Design Element 1: Experiential Learning**

WNYA implements an experiential, interdisciplinary, and college and career preparatory approach to the academic core (Humanities, Math, & Science). Learning outcomes are focused on inquiry-based, real-world projects. Teachers play the role of coach and curator of the student experience, teaching students to think critically, communicate effectively, and work collaboratively to solve the challenges in their community and develop the competencies to thrive in a fast-moving, global economy. Courses start with observable phenomena, themes, or topics that are necessarily interdisciplinary, relevant and applicable to students and community because of their real-world contexts, and rooted in essential questions ripe for inquiry. *WNYA*

*Learning Goals* are aligned to WA K-12 Learning Standards. For a deeper understanding of how students work through the *WNYA Learning Goals* in context, see **Section C**. Our approach is supported by research<sup>iiiiiv</sup> in cognitive science and educational psychology on best practices for students as active participants in their learning; able to see themselves and their communities in the questions and content of the curriculum; and developing academic and non-cognitive skills<sup>v</sup> and mental models<sup>vi</sup>.

### **Design Element 2: Personalized Pathways**

WNYA takes a personalized and interest-based approach to learning and post-high school planning. Students are in control of their own learning and work with their advisors to develop, refine, and hold themselves accountable to Personal Learning Plans. These plans are developed to specifically help students envision, work towards, refine, and achieve their post-high school goals. There is a focus on self-direction, motivation, and engagement through student autonomy (interest/strength development), mastery (application and assessment of learning in real-world contexts), and purpose (achievement of meaningful post-high school goals).<sup>viiiviiiix</sup> High expectations with integrated literacy and numeracy instructional support, data-driven interventions, school-embedded tutoring, and positive, learning-focused, relationships drive student growth. (see **Section C**).

### **Design Element 3: Leaving to Learn**

WNYA understands that knowledge is important, but that true success relies on the ability to navigate complex systems, and to develop meaningful human relationships. Students spend one day every week working with professionals and mentors, gaining insights about themselves, developing their own networks, and gaining practical real-world skills.<sup>x xi</sup> The most innovative colleges and high schools understand that connection to mentors, internship opportunities, and

the pursuit of strengths, passions, and interests is foundational to engagement and a cornerstone of cultural inclusivity.<sup>xii xiii xiv</sup> Each student is immersed in a field of study related to their interests and develops meaningful relationships with mentors in that field. Strategic partnership with the Big Picture Learning network<sup>xv</sup> will play a pivotal role in developing rigorous, personalized, opportunities for students to gain relevant experiences in fields of work, develop social capital, and network with professionals across the community.<sup>xvi</sup>

### Classroom Design Elements

Classroom design elements listed below are implemented using the instructional strategies outlined in **Section C**.

Design Element	Description and Cultural Responsiveness
<b>Advisory</b>	Advisory is the foundation of the school and student experience. A 1:17 advisor to student ratio allows each student to be known by an adult who will advocate for and challenge them. Research shows this can increase student outcomes, especially for students deemed at-risk <sup>xvii</sup> and who are culturally and linguistically diverse. Advisors guide students to develop a Personalized Learning Plan (PLP) that includes interests, a meaningful post-high school vision, and assessment of strengths and gaps, and authentic personal, academic, and post-high school goals. Advisory facilitates WNYA's competency-based assessment approach, serving as the home for students' competency-based portfolios and exhibitions. Advisory is also a structure for implementation of tier 1 restorative practices, a safe, welcoming environment, and allows for a climate of understanding and trust that will reduce discipline issues. <sup>xviii</sup>
<b>WNYA Reads (Literacy)</b> <b>WNYA Solves (Numeracy)</b> <sup>xix</sup>	Daily numeracy support for every student in the Solves block aligns with more traditional math class structure, per individual student pathway, with 20% time reserved for quantitative reasoning in projects aligned to courses or internships. A seminar model allows for the Reads literacy block to be more personalized, using NewsELA and Lexia, and driven by data-identified needs of students. Protocols for choice/independent reading, project support, and breakout reading/writing support are supported in this block. Support for all students will be provided by teachers/advisors and full-time instructional assistants during these blocks. This approach has been effective in reducing the gap in credit attainment and achievement of core skills and standards for struggling students. <sup>xx</sup>
<b>Mentorship via Internships</b>	Internships are integrated into the weekly schedule from 9 <sup>th</sup> -12 <sup>th</sup> grade. Internships are aligned to Washington State K-12 CTE Learning Standards and supported through partnerships with Big Picture Learning (BPL). Internship placements arise from student interests and are supported and supervised by the student's advisor. Research and practice have shown that this approach to student internships dramatically increases engagement and achievement. <sup>xxi</sup>



<b>Portfolios and Exhibitions of Learning</b>	The process for preparing and presenting a standards-aligned, competency-based portfolio of work to an authentic audience is how WNYA expands the definition of student success and maintains high standards. This iterative personalized learning plan process, from vision and goal setting, to engagement with internships, courses, and project work, to a portfolio and exhibition, supports students to think critically and develop non-cognitive competencies proven to increase college-persistence for students of color. <sup>xxii</sup>
<b>Project Lab Electives</b>	Project Lab classes will be offered to all students, which will provide students space and time, and staff support, in completing elective opportunities through their personalized learning plan. This includes opportunities for students to complete projects toward attaining World Language, Art and Wellness (PE/Health) competencies. Internship opportunities, based on student interests, will provide CTE credits for students and opportunities to complete Passion Projects. Elective offerings will align with Washington State Graduation Requirements and Washington College Academic Distribution Requirements.

### B3. School Culture

Advisory is at the heart of our approach to building a culture of inclusivity, belonging, and self-direction at WNYA. Advisory is where our organizational values are put into action both explicitly and implicitly. The foundational structure of Advisory is the circle. Being in circle, we continue to model and create community. Each week, the whole school circles up to create a positive and inclusive social and academic environment<sup>xxiii</sup> and address problematic issues that arise at school. These practices are implemented by teachers and students in the regular course of the day to build inclusive community and when conflict arises. This approach has proven effective in serving students from diverse backgrounds<sup>xxiv</sup>, to decrease discipline disproportionality, improve attendance, increase belonging and empathy<sup>xxv</sup>, increase achievement<sup>xxvi</sup> and attendance rates<sup>xxvii</sup>, and create a positive school climate<sup>xxviii</sup>. The development of this culture is already taking shape, months before the school opens in September 2021, through our monthly Family Advisory Council and Founding Student meetings. The use of ‘virtual circle’ is gradually being incorporated into these meetings, which founding staff members are also taking part in. This helps shape the school culture, before classes start, so this is the norm and expectation from day one.

## C. Curriculum, Instructional Strategies, and Technology

### C1-C2. Key Curriculum Materials & Choices

WNYA expands the definition of student success by identifying and assessing both non-cognitive competencies<sup>xxxix</sup> and Deeper Learning competencies<sup>xxx</sup> aligned to standards. WNYA graduates will exceed OSPI graduation requirements and Washington’s College Academic Distribution Requirements with 4 years of math, 3 lab sciences, 4 years of social studies, and course/standards integrated Senior Thesis Project, and Leaving to Learn internship program. Interdisciplinary grade-level teams of teachers have 2.5 hours of job-embedded collaborative planning time each week, using the Understanding by Design (UbD)<sup>xxxi</sup> framework for curriculum development, incorporating best practices for ELL instruction and universal design. Curriculum design includes local and global contexts to identify relevant and engaging phenomena, themes, or topics whereby students see themselves in the curriculum.

Core Subject	Subject Area Curricular Resources
English/Language Arts (ELA) and Social Studies (SS)	CCSS-aligned curricular support materials from UnboundEd and EngageNY
Science	NGSS-aligned curriculum support from the National Science Teaching Association, OpenSciEd, and the National Center for Case Study Teaching in Science
Math	CCSS-aligned Illustrative Mathematics (within a competency-based and culturally-inclusive curriculum)

### Primary Instructional Strategies

For the foundational language and concepts of teaching, WNYA uses the *Skillful Teacher* text<sup>xxxii</sup> to support sound, strategic, and culturally responsive classroom management, routines, and procedures. While teachers may draw from their own individual “toolkit” of strategies, to establish a common culture, the *Skillful Teacher* text grounds staff, via new teacher induction and professional development, in the core teacher moves across the domains of student

motivation and classroom management. Having defined the building blocks to establish high-quality teaching and learning settings, the bulk of professional development, collaborative planning, and assessment focuses on developing instructional strategies that support deeper learning. As we have learned from experience, and from the work of John Hattie<sup>xxxiii</sup> on instructional strategies, and Zaretta Hammond<sup>xxxiv</sup> on culturally responsive teaching, choosing an instructional strategy is not an either/or proposition, but instead a series of professional decisions based on cycles of implementation, attention to fidelity, measuring outcomes, analysis, and iteration. WNYA accomplishes this through weekly job-embedded planning and development and implementation of a multi-tiered systems of support framework. WNYA courses use multiple instructional strategies from direct instruction, small group learning/activities, and project-based learning. These represent a continuum from most supported, or teacher directed, to most independent and student-centered approaches. The following table outlines our broader instructional toolkit and how/when/why it might be used at WNYA to be responsive to the culture and needs of our learners.

Instructional Method	Usage	Rationale and Learner-responsiveness
<b>Direct Instruction (DI)</b>	A necessary and effective approach to activating prior knowledge and conveying discrete chunks of information.  Used in all classes.	DI helps to access and build a knowledge base; helps students to develop and increase schema across academic content areas.
<b>Small Group Instruction (SGI)</b>	The next level of gradual release, applied to deeper exploration of concepts and learning outcomes, often centered around inquiry/essential questions, supported with primary and secondary source material for students to investigate and make meaning of and apply new thinking to established concepts.  Used in all classes.	SGI allows reduction in teacher: student ratios to support specific learning objectives, to build on whole-group learning, and a vehicle for differentiated interventions for SPED and ELL. <sup>xxxv xxxvi</sup> SGI supports the development of a culture of learning and intellectual character across groups of culturally and linguistically diverse students and is a natural bridge between direct instruction and project-based learning, allowing students to deepen their conceptual frameworks and try on new ways of thinking and learning.

<p><b>Project-based Learning (PBL)</b></p>	<p>Students apply new thinking across disciplines through an inquiry process.</p> <p>Used as a summative vehicle for assessing the application and synthesis of student learning on standards-aligned, performance-based assessments.</p>	<p>PBL fosters the academic dispositions of the 21<sup>st</sup> century; critical thinking, problem solving, creativity, and the application of learning by focusing on tangible products that demonstrate student mastery of academic content and deeper learning competencies.<sup>xxxvii</sup></p> <p>PBL is a powerful tool in a culturally responsive classroom as it can be used in either an individual or collective approach. Students apply focused inquiry onto an interest-based and/or authentic and relevant real-world problem or issue, blurring barriers between “real world” and school, and recognize, celebrate, and integrate community and adult connections.</p>
<p><b>Seminar</b></p>	<p>If the above strategies can be viewed as legs of the instructional stool at WNYA, Seminar is the base of that stool. Seminar anchors courses and is where teachers and students come together to explore ideas, share thinking, test new connections, and learning, and to engage in text-based analysis and critical thinking.</p>	<p>Seminar supports development of a culture of learning and intellectual character across groups of culturally and linguistically diverse students.</p>
<p><b>Accountable Talk</b> <b>Leveled Questions</b> <b>CLOSE Reading</b> <b>Concept Mapping</b> <b>Metacognitive/Reflection</b></p>	<p>In addition to the broader instructional strategies above, WNYA relies on instructional frameworks that are aligned to the modeling and maintenance of high expectations and cognitive demand of students.</p> <p>Used school-wide..</p>	<p>These strategies are at the root of inquiry-based teaching and learning and cut across the broader instructional strategies to foster habits of mind and deeper learning competencies. In the words of John Hattie, “deep learners... seek to interact with content and idea, and actively link concepts and knowledge across content.”<sup>xxxviii</sup></p>
<p><b>Personal Learning Plans</b></p>	<p>Essential strategy for involving students in mapping and driving their own learning through the four-year high school journey connected to post high school planning.</p> <p>Drives goal setting in courses and support blocks(Reads, Solves) and exploration in Leaving to Learn.</p>	<p>No two students experience learning and school the same way. The Learning Plan is the means by which WNYA invokes students’ unique interests, aspirations, and family/community contexts to bring relevance and purpose to student learning.</p>

<b>Leaving to Learn</b>	All students (9 <sup>th</sup> -12 <sup>th</sup> grade) will learn to investigate, pursue, and secure community-based and competency-connected internships. Internships are defined as interest-based, mentor-connected, and project-aligned beyond school experiences.	A natural extension of interest-driven school experiences into real-world, Leaving to Learn is supported by extensive evidence related to post-secondary success, development of non-cognitive competencies, etc. It is arguably also at the heart of the achievement gap, as Leaving to Learn opportunities are often rich components of the adolescent lives of affluent students, less often embedded in their daily school life.
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### C3-C4. Technology Use & Sustainability

WNYA provides a 1:1 student-to-computer ratio. All staff and students will be issued a laptop at the start of the school year, which they can bring home to support their learning. If families are in need of internet access, the school will work to provide internet hotspots as well. The CSP grant will allow WNYA to purchase the devices required for students to engage in the curriculum. Costs to replace equipment have been built into the budget in the years after the CSP grant expires, assuring that this is sustainable over time. The table below outlines the tools/resources staff and students will have access to at WNYA, though use of their school-provided device.

Technology /Tool	Use
Headrush	Learning Management System that will serve as a repository for curriculum and the student's personal learning plan. Students will submit projects and assignments in the platform.
Qmlative	Student Information System which will track student data, including past assessment scores, grades, and attendance.
ImBlaze	An online database of student internship sites and opportunities and allows for attendance/participation tracking of student internships. Internship Coordinator will oversee and manage the setup of this database.
Newsela	Curricular resource that allows for teachers to scaffold and differentiate instruction based on reading level. All teachers, across all subject areas, will have access and the opportunity to integrate resources from Newsela into their curriculum.
Lexia	Intervention program to address the development of oral language, reading, spelling, and writing skills for students who are learning English. Focus is on developing fundamental reading skills through student-driven and teacher-directed personalized instruction.
NWEA MAP	Assessment will be implemented three times a year to gauge student growth in reading and math. Student learning goals, and interventions in math and reading, will be developed based on assessment results.
Kelvin	Platform for staff, student, and family 'pulses' (surveys). Will be used by the admin. team to get quick feedback on items related to school culture and community.

World Language Program	WNYA students will have access to Rosetta Stone, Mango (or similar) World Language program to work toward mastery of a language for credit.
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## D. Assessment and Data

### D1. Performance Management Plan

WNYA’s approach to student performance and assessment comes from years of study, design, and implementation of performance-based, standards-aligned authentic assessment in secondary schools. Engaging in performance-based, authentic assessment is a direct response to our observation and reflection on the persistent gap between conventional schools’ *presentation of* K-12 Learning Standards and students’ meaningful engagement with and retention of those standards. There now exists a wealth of research and a deep knowledge base for best practice in assessments that illuminates a students’ acquisition of knowledge, and the capacity to apply and synthesize that knowledge across disciplines and in settings beyond the classroom. WNYA students address five core competency clusters, called *WNYA Learning Goals*, approved by the State Board of Education (SBE): **Communication, Social Reasoning, Empirical Reasoning, Quantitative Reasoning, and Wellbeing**. Each cluster includes multiple learning targets inclusive of the K-12 Learning Standards that iterate with increasing rigor in WNYA course, projects, and Leaving to Learn experiences. Assessment of student mastery of these Learning Goals and associated competencies through WNYA courses, competency-based portfolios and public exhibitions is a critical design element by which WNYA requires both demonstration of mastery of the K-12 Learning Standards and integration of that content mastery with a student presentation of learning (exhibitions). Exhibitions both develop, and help evaluate, the Deeper Learning and Non-Cognitive Competencies outlined in our Profile of a Graduate: **Self-directed, lifelong learners; world-class communicator and collaborators; book-brilliant, street-smart, and world-wise; experienced in real-world problem solving and work; community**

**builders and community leaders.** Students and advisors co-facilitate exhibitions of standards-aligned portfolios for families and mentors at the end of each trimester. The Headrush Learning Management system will also produce interim reports between exhibitions, to keep families informed of student progress. At the culmination of 10th grade (transition from Lower to Upper House) and 12th grade (graduation) students host public exhibitions of a summative, standards-based portfolio that demonstrates mastery of core content and non-cognitive competencies.

Educational Program Component	Standards and Competency Clusters	Mandatory State Assessment	Interim and Formative Assessments
Courses	CCSS Math CCSS ELA NGSS WNYA Learning Goals: Quantitative Reasoning; Communication; Empirical Reasoning; Social Reasoning; Wellbeing	<ul style="list-style-type: none"> <li>● ELPA21</li> <li>● WA-AIM</li> <li>● SBA Math &amp; ELA (Grade 10)</li> <li>● WCAS (Grade 11)</li> </ul>	Performance and Project-Based Assessment Rubrics  NWEA MAP & Teacher formative assessments  Competency-Based Portfolio  Exhibitions of PLP Goals, Learning, and Growth
Solves	CCSS Math NGSS Science Quantitative Reasoning Empirical Reasoning	SBA Math (Grade 10) WA-AIM	NWEA MAP progress monitoring  Exhibitions of PLP Goals, Learning, and Growth
Reads	CCSS ELA Communication	SBA ELA (Grade 10) ELPA21 WA-AIM	NWEA MAP  Lexia  Exhibitions of PLP Goals, Learning, and Growth
Leaving to Learn	WNYA Learning Goals: Quantitative Reasoning; Communication; Empirical Reasoning; Social Reasoning; Wellbeing	N/A	Competency-Based Portfolio  Exhibitions of PLP Goals, Learning, and Growth  Youth Education Assessment (YEA) & Youth Outcomes Survey (YOS)

## D2. Culture of Data-Driven Instruction

Interim and formative assessments are used to ensure grade-level and vertical alignment, while also holding teachers/advisors and students accountable to demonstrate growth toward meeting/exceeding standard. A culture of student goal-setting and progress monitoring is

developed through Advisory, via competency-based portfolio, and at Personal Learning Plan exhibitions with students, families, and Advisor each trimester. Weekly, job-embedded, planning and development teams review student data and interventions. With staff, school leadership will adopt a continuous improvement approach by identifying specific goals and measures for improvement for each component outlined in Section D.1.

### **D3. Data Use and Instructional Strategies**

Assessment is used to ensure fidelity to instructional strategies and programming, accountability to student outcomes, students' responsiveness to intervention, and iteration of strategies and support. WNYA uses a holistic Multi-Tiered Systems of Support (MTSS) and Coordinated Care (or Response to Intervention/RTI) approach to develop positive, learner-focused support for all students, while identifying and intervening with students in need of more intensive support using:

- Universal screening and interim assessments (NWEA Map Growth Suite, Lexia)
- Job-embedded, data-informed team meetings
- Coordinated care: response to intervention and goal-based progress monitoring

WNYA's coordinated care approach to student wellness utilizes Response to Intervention in literacy and numeracy, and competency-based social-emotional goals through the sharing of pertinent student information within a team responsible for student outcomes, with clear role expectations, and responsible to set, intervene, monitor, and assess student growth:

- **Grade Level Team:** 4-week cycles of 2.5 hour, job-embedded, collaborative planning, professional learning, and data-driven student support. Protocols and procedures are modular, allowing for calendar-based, or just-in-time flexibility and inclusive of MTSS-aligned student support protocols and referral processes.



	Week 1	Week 2	Week 3	Week 4
5 min	<b>Open</b>	<b>Open</b>	<b>Open</b>	<b>Open</b>
15 min	<b>Roster Rundown</b>	<b>Roster Rundown</b>	<b>Roster Rundown</b>	<b>Roster Rundown</b>
60 min	<b>Instructional Scrum</b>	<b>MTSS: Students of Concern</b>	<b>Collaborative Planning</b>	<b>MTSS: Student Support</b>
	<b>SPED/ELL Focus</b>			
5 min	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
75 min	<b>Collaborative Planning</b>	<b>Looking at Student Work</b>	<b>Collaborative Planning</b>	<b>Data Day</b>
5 min	<b>Close</b>	<b>Close</b>	<b>Close</b>	<b>Close</b>

- **Advisory PLC:** Bi-weekly cycle (75 minutes weekly alternating with MTSS) of Advisors (teachers), leadership, and support staff share experiences and expertise collaborate to improve advisor effectiveness and student outcomes. Strands/training include: Circles, Learning Plan, goal setting, progress monitoring, project tracking, and authentic Assessment (portfolio & exhibition).
- **MTSS Team:** Bi-weekly cycle (75 minutes weekly alternating with Advisory PLC) focusing on data-driven decision making to build school-wide capacities for implementation of positive academic/behavior supports, academic/behavior interventions, and evaluation of program equity and efficacy school-wide.
  - Coordinates, assesses, and iterates grade level tutoring and academic support via Reads, Solves, and Project Labs
  - Manages the Roster Rundown, Students of Concern, and Student Support (via GLT) process for referral to Tier 2 & 3 interventions and services, including special education
  - Conducts annual (and as needed) reviews of school-wide student data to inform

the design, structure, and iteration of systems of support to meet student needs.

Academic, social, and behavioral data will be collected as outlined and analyzed systematically using a data analysis protocol informed by Bambrick-Santoyo's *Driven by Data*. The Chief Academic Officer and Dean of Instruction & Culture have a school wide and integrated view of special populations and academic/behavioral interventions and supports. As co-coordinators of the MTSS team, they lead data-driven decision making, implementation of school-wide positive behavioral supports, and evaluation of program equity and efficacy. The CAO and Dean, in collaboration with Learning Specialists and other staff as applicable, facilitate academic and behavioral supports and interventions:

Level	Intervention	Staff Responsible	Communication
<b>Tier 1</b> At or above standard, 80%	Independent/Choice reading program & guided reading seminar Reading: Lexia adaptive program, Newsela Math: MAP growth suite Classroom differentiation	Classroom teachers/advisors Teaching Fellows	MTSS team data dashboard Student Portfolio Student Exhibition
<b>Tier 2</b> Below standard, 15%	Level 1 plus: Additional differentiated online support Small group instruction based on standard/skill	Classroom teachers/advisors Teaching Fellows	Level 1 plus: Bi-weekly progress updates Trimester reports
<b>Tier 3</b> Significantly below standard, 5%	Levels 1 and 2 plus: 1:1 and small group instruction targeting standard/skill Assessment and evaluation to determine barriers and interventions	Classroom teachers/advisors Teaching Fellows Learning Specialists (SPED, ELL) IA's (as needed)	Level 1 and 2 plus: Weekly progress updates

## E. Effectively Serving All Students

### E1. Supporting "Educationally Disadvantaged" Students

WNYA ensures student academic and nonacademic needs are met. The model is based on inclusion, equitable access for all students, and personalization including: students with IEPs or Section 504 plans, ELL students, homeless/foster youth, and students at risk of academic failure.

The following are elements of the WNYA model/program and how they support an inclusive learning environment:

Element	How Meets/Supports Student Needs
Advisory & Personalized Learning Plans (Differentiation)	Advisors guide students to develop a Personalized Learning Plan (PLP) that includes interests, a meaningful post-high school vision, and assessment of strengths and gaps with authentic personal, academic, and post-high school goals. As every WNYA student has a PLP, the integration of IEP, ELL, or other continuum services is similar to everyone's experience, fostering inclusion and belonging. Advisors, in conjunction with Learning Specialists, and the learning plan team (student, parents, mentors, etc.), helps to set and monitor goals and differentiate instruction and assessment based on individual student needs and pathways.
Project-Based Learning	Engages students in active, experiential learning with accountability for individual results and personalized goals through varied instructional styles and performance-based assessments.
WNYA Reads & WNYA Solves	Daily, structured, literacy and math support (from intervention to enrichment) provided to all students during the school day. This structure supports IEP and ELL Learning Specialists in providing specially designed instruction and academic interventions in 1:1 and small group settings. Students at risk of dropping out will be provided intensive support from teachers/academic tutors. HICAP students will have opportunities to accelerate and enrich their learning through an advanced literacy seminar and advanced STEAM investigations within WNYA Reads/Solves blocks.
Staffing	<p><b>Dean of Culture &amp; Instruction</b> - oversees student assessment and MTSS teams holding staff focus on student outcomes and data-driven instructional decisions</p> <p><b>Learning Specialist (SPED)</b> - fully integrated member of grade level and advisory teams</p> <p><b>Teaching Fellows</b> - allow for co/team teaching models that support small-group interventions and targeted support</p>
Pull-Out Services or Sheltered IEP Placements	For students with more severe learning challenges, services will be provided in a pull-out setting or sheltered special educational placements for occupational therapy, speech, mental health support, and specially designed instruction in specific student qualifying areas.
Student Voice and Choice (Differentiation)	The WNYA Core Program (CP) is structured to allow students the flexibility to demonstrate learning and mastery through a mode that capitalizes on each student's unique gifts and talents. CPs are also designed around high interest/relevance concepts/topics with student and community input.
Multi-Tiered Systems of Support and Coordinated Care	School-wide MTSS Team will review school student data to inform the design and structure of systems of support to meet student needs. MTSS team will develop coordinated care systems and interventions to support (outlined in <b>Section D3</b> ).

Adaptive Learning Software	Supports individual remediation or acceleration (MAP Growth Suite, Lexia)
Data Driven Supports	NWEA MAP test (or similar) will be administered at regular intervals to inform goal setting and monitoring of students in WNYA Reads and WNYA Solves groups. MTSS team, advisors, and Learning Specialists will use MAP data to inform the design and implementation of individualized supports for students.
Professional Development	Puget Sound Educational Service District (PESD) and SWNYA's capacity to design and implement rigorous multi-tiered systems of support -- from universal design and screening through response to intervention and support of special populations -- is built on a foundation of collaborative teams (grade level, MTSS, and Advisory PLC) focused on continuous improvement and job-embedded learning in support of all students. WNYA also partners with the Seneca Family of Agencies and the True Measure Collaborative to provide regular, ongoing professional development and support for all teachers and staff in working with Language Learners and students with IEPs.
Restorative Justice	Restorative practices and the MTSS team, including the tracking of interventions and outcomes and review of discipline data to eliminate disproportionality. Restorative practices are used daily in advisory at the start and end of the day, so students and staff learn how to convene and discuss critical issues, and celebrate success, in the form of 'circle'. Using circle in this matter serves as a school-wide prevention strategy for discipline and allows for building a positive school culture. The same circle structure will be used as an intervention when issues/discipline do arise.

WNYA will meet all legal requirements for students with ELL needs, which include: annual notification to parents, student identification, places, program options, instruction, teacher training and qualifications, and monitoring and assessing program effectiveness, as well as standardized testing requirements. WNYA will utilize a content-based supportive mainstream model, with opportunity for small group instruction and intervention through WNYA Reads and Solves time. All staff will be coached by an ELL-certified instructional coach, in collaboration with the True Measure Collaborative, and receive GLAD training and ongoing professional development to support ELL students.

## **E2. Supporting Students with Disabilities and Students with Gifted/Talented Needs**

WNYA provides equitable access to a Free and Appropriate Public Education (FAPE) for all students in compliance with state and federal statutes, including: Title II of the Americans with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA), Section

504 of the Rehabilitation Act of 1973, The Revised Code of Washington, and The Washington Administrative Code. WNYA is strategically designed to meet the social-emotional, behavioral, and academic needs of all students including: students with Individual Education Plans (IEPs) or Section 504 plans, English Language Learner (ELL) students and students identified as intellectually gifted/highly capable (HICAP). WNYA offers students access to a continuum of service options and instructional supports. Students services and support are always aligned to the least restrictive environment (LRE), as determined by the IEP team, with an inclusion model as the preferred setting wherever appropriate. Each grade level is staffed by a full-time **Learning Specialist** (Special Education and/or English Language Learner certificated) providing case management for IEP/ELL students, specially designed instruction, and push-in support in the general education setting. The position of **Chief Academic Officer** supervises IEP and ELL programming and building-wide academic supports and interventions through grade-level Student Support and care coordination via the school-wide MTSS team. For students with more severe disabilities and/or needing higher levels of support, sheltered special education placements, including pull-out services with Learning Specialists, and support staff, will be offered to meet the needs of each and every student. Additional support will be provided through partnerships with agencies, including the True Measure Collaborative and Seneca Family of Agencies. Services include occupational therapy, speech, mental health and behavioral support, and specially designed instruction. These services will be provided based on students' IEPs and language learning needs. Highly Capable (HiCap) students are identified through a holistic review and assessment using multiple objective criteria, from a wide variety of sources and data, intended to reveal each referred student's unique needs and capabilities. Grades, benchmarked local norms, and teacher recommendations will not be used to disqualify a student, but may be

used as selection criteria to support identification. Once identified, HiCap program extensions may include: personalized academic goals via the Learning Plan; differentiated and accelerated learning opportunities and instruction; opportunities to deepen their learning by creating a products/demonstrations of mastery that are assessed above and beyond the minimum school and Washington State requirements; grouping arrangements that provide intellectual and interest peer group interactions; expert mentored projects; internships that accelerate or deepen student competency in identified areas; accelerated learning courses at school (e.g. Advanced Placement) in 11th and 12th grade and/or via Running Start; enrichment and extension opportunities via WNYA Reads block; and accelerated math pathway options.

### **E3. Meeting Nutritional Needs**

No student will go hungry at WNYA. The school participates in the National School Lunch program and will provide meals for all students who qualify for free and reduced priced lunch. Meals will also be offered, at a reasonable price, for students who can afford to pay for their own meals. The school will be reimbursed for meals for students who qualify for free and reduced priced lunch. WNYA has contracted with Fresh 'n Local to provide meals, either grab 'n go or hot meals, and has experience in the sector providing meals to charter schools.

### **E4. Meeting Transportation Needs**

WNYA students will receive transportation services in accordance with RCW 28A.160.150 - 28A.160.180, including students who are homeless or in foster care. See attached transportation plan for details.

## **F. Staffing and Professional Development Plan**

### **F1. Staffing and Recruitment**

WNYA has undertaken a broad, nationwide search for talented, proven, and diverse candidates to join our founding team. A vast social media campaign was made to raise awareness about the school and opportunities, and all jobs have and will be posted on Indeed.com, greatly expanding the reach of advertising for open positions. WNYA is wrapping up the initial hiring round and has hired a team composed of individuals from four different states, and one teacher from overseas. A final hiring round will commence this spring for non-certificated positions, with intentional outreach to the community through our founding families and community partners. WNYA hopes to grow it's own talent and expand diversity in the teaching workforce, with an Instructional Assistant to Teaching Fellow to Teacher, alternative certification pathway. See the staffing plan attached, which provides the full five year staffing model based on a 1:26 teacher-student staffing ratio in the academic core (note each grade-level team is staffed with three teachers/advisors, credentialed in math, science, and ELA/Social Studies (dual-endorsed). The CEO and CAO will roll off WNYA payroll by year 4. At that time, the CEO and CAO salaries will be supported by the central office. The Principal and Vice Principal/Dean will oversee daily operations of WNYA at that time. WNYA and the Why Not You Foundation are in active planning for the launch of a central office and a second campus within the next three to five years, which will allow for this structure.

## **F2. Staffing and Professional Development (PD)**

The school leadership team consists of the Chief Executive Officer, Chief Academic Officer, and Director of Operations. The teaching staff is structured by Grade Level Teams for each grade level. Each GLT consists of: 3 core academic teachers (Humanities, Math, Science) and a Learning Specialist (ELL). The Leaving to Learn Coordinator manages the Leaving to Learn program. To onboard staff prior to school starting, staff will have three weeks of professional

development, focused on the following topics: Circle, COVID-19 Response, Operations, SIS and Attendance Procedures, Model Overview, DEI, SIOP, WNYA Core Program, Leaving to Learn, Advisory and Personal Learning Plans, Continuous Job Embedded Learning, and MTSS.

Yearlong PD is structured around the following three goals, teams, and activities:

PL Goal	Initial Activities	Follow-up Activities (as appropriate)
Culture of continuous improvement and job-embedded learning	Grade Level Team	Weekly, job-embedded learning focused on rotating protocols to looking at student work, data-informed instruction/intervention, collaborative planning
High quality Leaving to Learn program	Advisory PLC	Bi-weekly PLC structure to support efficacy and capacity building around personalized learning; learning plans, goals setting, progress monitoring, learning through interests/internships, social-emotional and non-cognitive skill development
Positive school culture with effective systems of support	MTSS Team	The MTSS team focuses on data-driven decision making to build school-wide capacities for implementation of positive academic/behavior supports, academic/behavior interventions, and evaluation of program equity and efficacy school-wide.

The Chief Academic Officer's primary responsibility is to manage the implementation of these structures and to build them throughout the first three years of the school's existence, which CSP grant funds will support. The CAO will also provide ongoing observation, feedback, and coaching to every educator on a weekly basis, through the *Leverage Leadership Framework*.

## **G. Financial Management and Monitoring Plan**

### **G1. Operational and Financial Capabilities**

The WNYA operations and finance team includes the CEO, Director of Operations (DOO), Board Finance Committee, and outsourced CFO support through Joule Growth Partners. The team as a whole has considerable experience in financial management and oversight and development. The attached operating budget shows sustainability and financial viability, with revenue assumptions based on enrollment trends (104 students per grade level; to date WNYA has received 127 enrollment applications for the founding 9th grade class). The per pupil revenue assumptions are based on the WA state funding formula, which equates to: Y1:



\$15,704.18/pupil; Y2: \$10,166.33/pupil; Y3: \$8,926.66/pupil; Y4: \$9,104.42/pupil; Y5: \$9,286.61/pupil. WNYA's multi-year budget achieves financial security through large early surpluses that allow for a significant cash reserve to help weather negative fiscal events. The budget was constructed with conservative assumptions arrived at through the analysis of prior year available public school and charter school available data. Financial viability has been achieved by ensuring that operational costs are representative of the student population and enrollment levels. This includes a dynamic staffing model that is able to respond (increase or decrease) depending on enrollment; affordable and thoughtful facility and technology plans that meet student and staff needs. WNYA has secured startup funding from WA Charters (\$400,000 in Y1; \$300,000 in Y2; \$300,000 in Y3) and the Why Not You Foundation (\$200,000 in Y1; \$450,000 in Y2; \$1,000,000 in Y3). Evidence of funding is included in attachments. WNYA is also considered highly likely to receive a \$400,000 NewSchools Venture Fund implementation grant, but that has not been included in the budget since it has not yet been secured. The attached CSP budget and budget narrative also demonstrate financial viability and align to the project goals and allowable cost guide.

## **G2. Facilities Plan**

WNYA is located at 22419 Pacific Highway South, Des Moines, WA, 98198 in a 27,000 sq. ft. facility and possesses a 30-year lease on the property. The first phase of tenant improvements was just completed. Detailed information can be found in the attached facilities plan. Facilities costs are approximately 10% of the annual budget by Year 5.

## **G3. Sufficient Resources for At-Risk Support**

Many of our CSP objectives (curriculum design and implementation, professional development, technology purchases, SPED training/support) are being, and will continue to be, developed to

include research-driven practices which are specifically designed to help educationally disadvantaged and at-risk students (see **section E - Effectively Serving All Students**). There are many different scenarios that can have negative impacts on a school's financial viability. Chief among these is lower than budgeted enrollment; with a close second being an unexpected increase in Special Education needs. Lastly, large variances in budgeted costs can also present fiscal cash flow and bottom line difficulties. The main cost driver at any school is personnel (salary + benefits). WNYA is ready to deal with enrollment variances, with staffing and/or salary cuts. While Special Education increases in costs can be difficult to handle with the cap on State Special Education funding, WNYA is ready to apply for Safety Net funding if needed, which is state funding that can help pay for extraordinary Special Education costs. WNYA is investing in fiscal systems that will help identify budget variances quickly in order to implement budget cuts as necessary to stay on budget. Every month WNYA leadership will review a Board Dashboard and Budget to Actuals reports including explanations on any material revenue or expenditure variances. Lastly, WNYA is securing outside funding to help weather any negative fiscal events (Why Not You Foundation, NewSchools Venture Fund, ESSER Federal Relief funds).

## **H. Board Capacity and Governance Structure**

### **H1. Composition and Selection Process**

Careful consideration has been placed on assuring that the Board of Directors is a well-rounded team that possesses the skills and diversity necessary to govern and represent the school, while also being mission-aligned with the organization and placing the utmost attention to diversity, equity, and inclusion. The board receives trainings and utilizes an online governance platform from BoardOnTrack, an organization with extensive experience coaching charter school boards. The board governance committee oversees the annual board self-assessment, which identifies

and skill and/or diversity gaps on the board. A recruitment pipeline has been developed, which identifies potential candidates for the board in the future, and the skillsets they possess. This is reviewed annually and strategy to maintain and grow the board skillset and diversity is developed at the board retreat in July. The table below outlines the specific expertise of each board member.

Board Member	Role	Committee	Skillset
Holly Morris	Chair	Academic Excellence, Leadership Support	Legal, Charter Sector Experience
Jimmy Brown	Vice Chair	Development	Business, Community Ties
Bonnie Latham	Secretary	Governance, Leadership Support	Education, Policy, Governance
Katie Silberstein	Treasurer	Finance, Governance	Finance, Education
Nicholas Bradford	Board Member	Finance, Development	Business, Education, Real Estate
Bobby Humes	Board Member	Leadership Support, Governance	Human Resources, Policy, Education, Community Ties
Casey Agena	Board Member	Finance, Academic Excellence	Education, Policy
Ryan Tarpley	Ex-Officio	n/a	Development, Education
Larry Estrada	Ex-Officio	n/a	Finance, Development

## H2. Policies & Procedures

The Cascade Public Schools (d/b/a Why Not You Academy) Board of Directors has received ongoing training and coaching from WA Charters and BoardOnTrack related to the Open Public Meetings Act and Open Records Law, governance and management, fundraising, and CEO/CAO evaluation. Taking on the responsibility of looking out for the best interest of hundreds of students and assuring millions of taxpayer dollars are well spent are responsibilities the Board of Directors does not take lightly. The three guiding questions that influence the Board of Directors' work are: (1) Are we on track to deliver academic success?; (2) Are we operationally

and fiscally sound?; (3) Do we have the right leader(s) to drive us on the path of excellence? The bylaws of the organization identify four key officer roles and committees (identified in table above), and call for membership to consist of 5-15 members. This assures adequate oversight and support are provided to the WNYA leadership team. The board adopted all policies and procedures required by the Washington State Charter School Commission. The policies/procedures are reviewed annually and are currently being reviewed and revised by the board, using a DEI lens. The board annually reviews and agrees to the Conflict of Interest policy at the annual board retreat in July. In addition to adhering to OPMA, WNYA also retains legal counsel when necessary, and maintains general liability, Director's and Officer's, Workers' Compensation, and unemployment insurance policies. Attached are the Cascade Public Schools' bylaws.

### H3. Investment in Board Development

The board annually assesses itself, both as individuals and as a whole, to identify areas of strength and growth and board capacity. Outlined below is the cadence of board business and areas of emphasis for regular professional development and training.

Month	PD Topic	Annual Business
July	WNYA Mission, Vision, Model	Onboarding for new members; Review Board Self-Assessment; Review Board Pipeline; Budget Approval
August	DEI Training	School Year Opening Celebration; Budget Revision (if necessary)
September	n/a	n/a
October	n/a	Board Shadow Days
November	n/a	Initial Review of Upcoming Year Budget
December	OPMA Training (BoardOnTrack)	Board Shadow Days
January	Charter Commission Training	Board Shadow Days; CEO/CAO Mid-Year Reflection
February	Governance vs. Management Training	Board Shadow Days

	(BoardOnTrack)	
March	Charter Commission Training	Board Shadow Days
April	Development	Annual Finance Disclosure Submission
May	Charter Commission Training	Approval of New Board Member; Terms/Roles; CEO/CAO Evaluation
June	n/a	Board Self-Assessment

## **I. School Leadership and Management**

### **II. Leadership and Administrative Roles**

Management of daily operations at WNYA is overseen by the Chief Executive Officer (Scott Canfield) and the Chief Academic Officer (Garth Reeves), who both bring a combined 25+ years of experience as educators and public school administrators (traditional and nontraditional schools). To date, they have worked full time the past two years through the planning process and have developed, with the support of the WNYA, an organizational chart (see attached) that outlines the delineation of oversight responsibilities for the CEO (operations, finance, community engagement, strategy, development, compliance, performance management, etc.) and the CAO (professional development, curriculum, culturally responsive instruction, assessment, special populations, performance management, etc.). The Dean of Culture and Instruction and the Leaving to Learn Coordinator both support the CAO in the development and implementation of the academic model, and with coaching and support of the instructional team. The Director of Operations, Halma Abubakar, has previous experience as a founding Operations Manager at a local charter school, and the back-office and financial strategy and planning support provided by Joule Growth Partners (external contract), supports the CEO with oversight of WNYA operations and finance. Board Chair, Holly Morris, has a legal background and provides support to the organization as matters arise and the board retains outside legal counsel. WNYA has a well-rounded leadership team with a breadth of experience in multiple different education

settings (district and charter schools) and are well-suited to support the launch of the school (see attached resumes). Annually, the Board of Directors will evaluate and provide feedback to both the CEO and CAO using the Center for Educational Leadership’s 4D Instructional Leadership Framework. Strategic goals and areas of needed improvement will be identified through the regular review of the school’s data dashboard. These goals, and individual teacher goals, will be progress monitored through weekly coaching conversations and walkthroughs, which will be conducted by the Chief Academic Officer and the Dean of Instruction and Culture.

## I2. Leadership and Governance Capability

Through the community co-design process, the planning year(s) phases, and regular support and meetings with charter sector schools and colleagues, the WNYA leadership team has identified the following key risk factors and strategies identified, or already implemented, to address each.

Challenge/Risk Factor	Strategies to Address	Responsible Party
Financial Sustainability	Work with Joule Growth Partners to build a fiscally responsible and sustainable five year budget, so school can operate independently off state funds within five year. Secure grants with Why Not You Foundation, WA Charters, NewSchools Venture Fund, Charter School Program, and others, to provide start up funding for school.	CEO
Enrollment	Budget \$100,000 over two planning years to support the community outreach team to conduct sustained community outreach to underserved populations in the vicinity of the school.	CEO, Director of Operations
Representing our Diversity	Due to barriers and systemic racism, it is an ongoing challenge to hire a staff that represents the rich diversity of our student body. Develop internal pathways, supported by scholarships, that allow for teacher development pathways at WNYA. Ex: Parent Volunteer → Instructional Assistant → Teaching Fellow → Teacher/Advisor	CEO and CAO
Facilities	Partner with Washington Charter School Development and Why Not You Foundation to acquire financing/funding for second phase of construction on the current facility by spring 2023.	CEO
Political Environment	Collaborate with charter sector colleagues and WA Charters to raise awareness about the new, but small, sector and engage community in advocacy efforts.	CEO and CAO

## J. Student Demand and Community/Local Support

## J1. Community Need and Demand

The founding team assessed demand and community need through community design sessions in local libraries and apartment complexes from March 2018-June 2019. We met hundreds of families and community members who participated in the co-design process of the WNYA model. The location of these sessions were strategic, based on South King County data trends of families living in poverty and those furthest from educational justice. WNYA was able to secure a facility in the heart of South King County in Des Moines, WA and an emphasis was placed on strategically recruiting a diverse student body by contracting with local community outreach ambassadors. \$105,000 was budgeted across the 2019-2020 and 2020-2021 planning years for recruitment strategies. These recruitment and enrollment efforts have yielded a total of 133 student applications for the founding 9th grade class (as of April 2, 2021). For a detailed breakdown of student recruitment and marketing strategies, please see the attached Student Recruitment & Enrollment Plan. The demographics of the primary feeder middle schools in the region consists of 77% students of color, 67% who qualify for Free/Reduced Lunch, and 15% who qualify for Special Education services. Based on enrollment data to date (85 students), our student demographics closely align with those projects, and breakdown as follows:

White	Latinx	Black	Asian	Pac. Islander	Multi-racial	FRL	Spec. Ed.	ELL
15%	12.5%	55%	6.2%	3.8%	7.5%	65%	22%	10%

The enrollment goals for each year, through final expansion are as follows:

Grade	2021-2022	2022-2023	2023-2024	2024-2025
9	104	104	104	104
10		104	104	104
11			104	104
12				104

Total	104	208	312	416
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## **J2. Family & Community Engagement**

At WNYA, we do not just enroll students, we enroll families. Parents are relied upon to be key partners and influence important decisions in the school. In the design process, dozens of parents helped develop and provide feedback on the elements of the WNYA model, including experiential learning, Leaving to Learn, and personalized pathways. All FAC and SLC meeting dates, board meeting dates, the educational program, and the state report card for the school are posted on the school website.

**Family Advisory Council (FAC):** The school leadership team to gathers feedback from families on key decisions that will drive the culture of the school, involving setting values, development and community involvement in the school, decisions regarding student safety and security, elective offerings, student pathway development, future student recruitment, etc., through the FAC. The FAC has started meeting monthly, prior to school launch, and will continue to meet monthly throughout the school year.

**Student Leadership Council (SLC):** The student-leadership body on campus, which will provide input on key decisions that will impact student culture at WNYA. All students will be encouraged to participate in monthly SLC meetings prior to opening. The pre-opening meetings will focus on building community and trust as students get to know each other and their advisors. These meetings will continue into the school year through our Advisory class. Each Advisory will elect a representative to lead discussions around student culture, hot topic items, student activities and events, etc. The Advisory representatives will then convene monthly in the SLC to bring forward feedback from their Advisory to the SLC body as a whole.