COMMUNITIES OF EXCELLENCE

IDAHO'S CHARTER SCHOOLS PROGRAM GRANT

APPLICATION DETAILS

School Name: Future Public School	
Contact Person: Brad Petersen	Contact Email: brad@futurepublicschool.org
Application Type: Start Up	Grant Budget: $800,000
Grades Served: K – 8th	New Seats Created: 576
Total Averaged Score: 96	Priority Points Assigned: 2
Application Status: Funded	

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. *All grant spending, including future revisions to your budget, must fit clearly within one of your stated project goals.*

	TOTAL POINTS	9/10

Reviewer Comments – Grant Project Goals

Strengths:

- The five goals are clearly written and include ways to measure success. Each goal is justified and states how it aligns to the vision and mission of the school.
- Five mission-aligned goals are articulated relating to: maintaining a highly diverse student body, student growth, ensuring student and family satisfaction, student fluency in computer science and building a safe and inclusive culture.
- Each goal includes a specific, measurable metric that are appropriately rigorous.

Weaknesses:

- Goal 2, relating to student achievement, articulates a growth target (90% growing 1.25-1.75 years as measured by MAP) but does not address the criterion of a goal for student achievement in grades 4 and 8.

B. Educational Philosophy, Instructional Practices, and Curriculum Fully **describe and justify** the design of the academic program in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school's performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, 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 POINTS	**17.5/20**

Reviewer Comments - Educational Philosophy, Instructional Practices, and Curriculum

Strengths:

- Future is very clear in its vision and mission statements.The proposal describes an educated person as one who is agile, who considers and connects to the human experience, who is true to values and character strengths, who is a creative problem solver, can adapt to the environment and one who is a life-long learner. These attributes align directly with the school's vision and mission. With all this in mind, Future's best practices are grounded in cited research and curriculum is developed or chosen that reflects the philosophy of the school and aligns with the school's values and goals.
- Future is explicit in the research surrounding the approaches used in order to best serve the demographics the school serves. Future offers a free all day Kindergarten program. Curricular choices are aligned with the school's educational philosophy. Each component incorporates opportunities for individualized learning; a key element of the charter. The curriculum chosen is also rigorous.
- Future is a STEM school and as such technology is a key element of the school. iPads or Chromebooks are used for individual and small group work throughout the curricula. Technology is also used for student digital portfolios (photos, video, recording, etc.). Technology is also used in computer science classes and adventure classes that include learning about computer science, coding, robotics and engineering. The grant proposal justifies the use of technology in the population that it serves.
- Technology also addresses assessment needs of the school (screening, monitoring, benchmarking and end of year assessments). It is noted that Future "allows technology to be a useful tool in our teachers' basket of resources, rather than pushing technology as a solution for all student learning."
- Flexibilities include: Expanded STEM and community resources not currently found in a K-8 school in the Boise area. Computer science classes beginning in K and continuing through grade 8. Offer a free full day Kindergarten.
- Proposal articulates key design elements of Future's academic model: diverse student population, STEM focus, flexible learning space, multi-age grouping, building important "soft skills" through a culture of iteration / growth mindset / risk-taking, teaching equity and anti-bias through Teaching Tolerance, full day kindergarten.
- Design elements are connected to research about creating effective learners in today's global economy.
- Identifies how technology will be utilized by students (individualized learning, digital literacy, digital portfolios), and teachers (administration of NWEA MAP).
- Justifies key elements that are built into the model to maximize charter autonomies (full day K and STEM + diversity which is unique to the area).

Weaknesses:

- This section of the application includes limited information about Future's planned curriculum. The narrative states that a staff curriculum committee will 'develop and refine' curricular choices as the school continues to expand, in alignment with ID Core Standards -- but no information is provided about when or how this happens, and specifically by whom. No information is provided to explain the STEM focus and how that is operationalized through content or instruction or structure of the school day/week. No data is provided to justify that the chosen curricula (which are not identified until the next section of the application) have been effective with a similar student demographic. Given that the school is already open, it is important to understand curriculum choices and how they are aligned with the proposed academic model and students' needs.

C. Teaching and Learning	
Fully ***describe and justify*** the design of the instructional strategy in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school's performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this strategy was chosen and how it will produce strong outcomes for the unique community and student population the school will serve.	
TOTAL POINTS	**6/6**

Reviewer Comments – Teaching and Learning

Strengths:

- Uses a whole child approach to teaching and learning. Each classroom has one teacher and one paraprofessional to serve 32 students. Each morning, classrooms begin with a classroom circle which fosters relationship building and social-emotional skills. Curriculum includes Eureka math, EL Literacy curriculum, Quest (a STEM, project based curriculum). Each choice for curriculum decisions is justified and ties directly into the vision and mission of the school.
- Teachers implement both formative and summative assessments in math, reading, science and engineering to help gauge student progress toward growth goals. An example was given. Assessments such as these are used to form small groups, individualize learning opportunities, and communicate with families about student progress, RTI accommodations, and other needed interventions.
- Future plans on hiring a Tier II specialist in the near future. This teacher will collaborate with other teachers to identify, assess and support students in literacy instruction. The grant stated there is one director/teacher of SPED services and an additional teacher, three paraprofessionals and seven habilitative interventionists. This team builds lesson plans for each student to meet standards and receive accommodations.
- This section identifies the planned math curriculum, Eureka Math, and ELA curriculum, Expeditionary Learning. It also identifies a STEM-based project learning challenge that students will have daily, in alignment with the school's mission.
- The proposal describes that teachers use formative and summative assessment data to inform small groups and individualized instruction opportunities. One online assessment (I-Station) is named.
- The example of the team Future built to address and support students' needs this year in 1st grade inspires confidence that the school will do whatever it takes to provide needed services and supports.

Weaknesses:

- The proposal describes a robust diverse learning (SpEd) team, especially in 1st grade, but does not discuss the rationale or context behind this team, nor if this addresses an isolated situation with the first grade class, or if the school will need to build this type of team year over year.

D. Student Academic Achievement Standards As an independently governed public school, charter schools need to ensure plans, systems, and tools for strong oversight and monitoring in the areas of academic performance. In this section, persuade the reader that your school will have rigorous goals and adequate oversight to ensure quality implementation, operation, and accountability.	
TOTAL POINTS	**7.5/9**

Reviewer Comments – Student Academic Achievement Standards
Strengths:

- The Board of Directors' Academic Excellence Committee oversees progress of performance in coordination with CoDirectors, who implement and lead staff. Sound assessment practices include: monthly growth assessments and beginning, mid and end of year growth/proficiency assessments. Benchmarks have been established vis NWEA MAP tests. Based on results, student needs are met through the general education classroom, additional Tier II support, gifted and talented services or additional accommodations. Assessment data is also used to provide support for teachers.
- From a management perspective, the data drives policy and day-to-day decisions on ways to best serve student needs. An example was given.
- Future uses the following assessments to gauge competency and growth: I-station ISIP Literacy Assessment, NWEA MAP Math Growth, Idaho ISAT and Idaho IRI. Specialized assessments are also utilized: DRA, QAR, K-TEA3 and Orton-Gillinham to name a few. Future staff meet on a regular basis to break down, analyze and reflect upon the data and to guide students toward their individual needs. Teachers receive training on data analysis and ways to best serve students.
- The proposal includes assurances that data from ongoing assessments informs instruction and supports for students and teachers.
- The proposal states that the school has established NWEA benchmarks by grade level.
- The proposal lists several assessments that Future will administer: ISAT, I-Station literacy assessment, NWEA MAP Math, Reading and Language growth.

Weaknesses:

- The proposal stops short of explaining HOW the data cycle works (and is mostly limited to statements that the school WILL use data). It is unclear who collects and analyzes student data, and how it will analyzed, and how it will be accessible and consistently used by all staff.
- The proposal reflects the applicant's understanding of the importance of data, and a commitment to using data to drive individualized instruction, but does not compel that a sound or robust plan is in place.

E. Student Demand and Community/Local Support	
Schools funded under the CSP subgrant must ensure they are in tune with their communities' needs and priorities. In this section schools will document their vitality and long-term sustainability through demonstrating their dedication to developing and maintaining community partnerships and connections.	
TOTAL POINTS	**10/10**

Reviewer Comments – Student Demand and Community/Local Support

Strengths:

- Future garnered strong support for their program before opening. They offered two free pilot educational opportunities at two different Boys and Girls Club locations with over 150 students showing interest. The summer before opening, Future ran a free, full-day summer learning program in Garden city for approximately 35 students. The program offered many features and key elements students would experience at the school. Free meals, field trips and transportation was provided. Community organizations have also shown support. They have developed partnerships with Head Start, Giraffe Laugh, Catch Life!, Glocal, the Idaho Office for Refugees and several faith-based communities. They have an agreement with the Boys and Girls Club Moseley Center to share spaces.
- Future has been deliberate in their attempts for recruitment as evidenced by 229 students on the waiting list and their unique demographics. This has been established through traditional and non-traditional methods. Future is confident they can increase enrollment one grade level per year. They currently serve 55% of students qualifying for FRL, 41% students of color, and 12% SPED students. 18% of students qualify for as ELL. The numbers exceed the surrounding district. These numbers indicate a demand for this program.
- Families complete semi-annual surveys in order for the school to gauge progress of the school. Return rate has been high the first year (70%). Of the 70%, a high number felt affirmative of what the school was offering with both staff and the education program. Surveys are also used to drive change – an example was given. Communication with families is conducted through a daily mobile app that provides updates, reminders and accessibility for families to communicate with personnel. Weekly communication is conducted through an e-newsletter and on a monthly basis, the co-directors communicate in person. Community members can also take an active role through the Parent Volunteer Group. This group has held several all school events.
- The school holds regular school events to secure interest from community partners; tours are given on a regular basis. This strategy has garnered several community partnerships.
- The school ran pilot programs to generate local interest and test / revise the model before opening as a fully-enrolled school.
- The school has developed a unique, mutually-beneficial partnership with the local Boys and Girls Club.
- The school is fully enrolled for the 2019-2020 school year with 229 students on the waitlist.
- The student demographics of enrolled students are more heavily-concentrated subgroups than the surrounding school District.
- Parent input during the design phase led to key modifications to the school design. This school is built to address real community demand / desires and already demonstrates that it is responsive to its community.
- Leaders are committed to ongoing communication with parents through in-person monthly meetings.

F. 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. In this section, describe 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 POINTS	12/12

Reviewer Comments – Effectively Serving All Students

Strengths:

- The school offers a federal breakfast and lunch program, offers free bussing options for families and offers a free, full-day kindergarten. In addition, Future's physical location is adjacent to the Boys and Girls Club Mosely Center which provides affordable child care options - all of which is imperative in serving a diverse population. Future was recently awarded 8 commendations for its federal nutrition program. Bussing boundaries are anywhere inside the school's primary attendance area. Students have access to nearby bus stops. Students with disabilities or other extenuating circumstances (homeless, foster care, etc.) also have access to bussing in accordance with school policies. Student transportation arrangements are also available for extracurricular activities provided by the school (chess club). As the school grows, it will offer extracurricular sports bussing.
- Future school applies the federal definition of ELL as defined by Title III and IX of the ESEA and serves students accordingly. Future also has comprehensive academic and behavioral intervention strategies in place to identify and support students. Staff receives training throughout the year.
- The SPED team works with teachers and administrators to manage academic and behavioral strategies of identified students ensuring students receive every accommodation in the least restrictive environment. Twelve staff are certified and/or properly trained to their positions to best support students. Staff receive training beyond state requirements in order to serve students in the best way possible as well as to grow as professionals. All staff recently completed training with Nonviolent Crisis Interventions Foundations's programming.
- Future offers key design features to meet the needs of economically disadvantaged students: full day kindergarten, free busing, affordable before- and after care, and breakfast and lunch.
- The school's Diverse Learner (SpEd) team already includes 12 staff. There is a demonstrated commitment of responding to students' needs and building in the team and supports needed to serve them well.
- Systems are in place for teaching staff to work closely with the Diverse Learner team to support students in need of academic interventions.
- The food program has already received commendations from the SDE.

G. Staffing and Professional Development Plan Describe the 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 POINTS	**3.5/4**

Reviewer Comments – Staffing and Professional Development Plan
Strengths:
- The staffing model reasonably delivers the educational model at this time. Current class structure and personnel were identified in the grant. A staff recruitment and interview process was outlined and it was mentioned they recruited a diverse staff that reflects the backgrounds of their students. Future has 100% of lead teaching staff returning for year 2.
- Future's professional development plan includes bi-monthly training (data analysis, de-escalation techniques, values alignment, best practices in teaching content, etc). Trainers, content specialists and Future's staff facilitate the sessions. Next year, teachers will complete a professional growth plan that includes goals that are tracked and measured. School administrators coach and provide feedback narrowing in on levers that will increase student achievement. Teachers are invited to share innovative ideas and thoughts of ways the school can improve. Teachers are invited to test small pilots of ideas and innovations that may trickle across the building to other grade levels and classrooms. An example of this was given.
- Proposal demonstrates a culture that values personal development of all -- including staff. PD for teachers is valued with bi-monthly PD and empowering teachers to innovate and constantly seek solutions to serve students better.
- The staffing structure is reasonable, with generous support staff (2-4 per grade level) and SpEd staff.

Weaknesses:
- The proposal doesn't sufficiently address how the school will ensure recruitment and selection of outstanding staff, which is especially important given that the school will continue to expand grade offerings each year.
- Limited details are provided to explain HOW teachers are coached or developed / by whom (even though there's a clear commitment to development), beyond being encouraged to iterate.

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H. Financial Management and Monitoring Plan	
As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. In this section, explain your school's plan to be compliant, strategic, and responsible with finances and business services.	
TOTAL POINTS	**6.5/7**

Reviewer Comments – Financial Management and Monitoring Plan

Strengths:

- The Operational Budget and narratives give evidence of meeting Section 1 of the rubric.
- The facility was custom built to suit the needs of Future's educatioal program currently and in the future. The narrative includes how the spaces are and will be utilized. Facility cost is below 20% of the annual budget.
- The Operational Budget and Budget narrative clearly outline the requests for the grant and how the funds will serve Future's unique population.
- 3-year budget is comprehensive and revenue and expense assumptions are overall reasonable with a few key questions (see below for questions).
- Facilities costs are equal to less than 20% of total budget annually.

Weaknesses:

- More information is needed to understand "Donor funding" of $650k, $400k, and $250k in the first three years. Without these amounts, the budget doesn't work.
- Applicant submitted a budget w/ and w/o the CSP grant; both the budget without grant funding and the budget with grant funding exceeded the target current ratios.
- Health insurance budget appears very low. In year one, it's only ~$112k for 29 people which is only $3,873 per person per year. Does this impact recruitment of quality staff?
- Net income over the 3 years without the grant funding is $1.18M while net income over the 3 years with the grant funding is only $671k. Curious that the net income is actually lower with an extra $750k than equivalent or even higher than without the grant funding.

I. Board Capacity and Governance Structure	
A competent, trained governing board is essential to the success of a public charter school. In this section the school will demonstrate how it has developed a strong governing board with a diverse set of skills. Board members should understand their roles and responsibilities and have in place a transition plan and ongoing professional develop to maintain board strength going forward.	
TOTAL POINTS	**12/12**

Reviewer Comments – Board Capacity and Governance Structure

Strengths:

- All areas of school management was considered by school founders. The makeup of the board is composed of diverse representation from across the community (law, business, finance, real estate, education, community outreach, development, governance and communication). Board member resumes were included in the packet. The board receives training and support through Boards of Track.
- The board addresses and embraces the difference between governing and managing a school. Policies and procedures guide the oversight of the board and the school as a whole. The school attorney addresses this in annual training as well as other legal updates. Other board trainings include an annual board retreat where various board committees provide updates, make annual plans and ensures monitoring of school performance. This time is also set aside for the Board of Directors to take advantage of reading and signing the Conflict of Interest form.
- Regular self and board evaluations are conducted to ensure strengths and areas of growth. This ongoing development helps to drive continuous school improvement.
- Board members possess a wide range of relevant skills and professional affiliations to benefit the school.
- Board has invested in Board on Track to support quality governance including growth goals, regular assessments, and professional development.
- Board engages its attorney to conduct an annual audit of governance vs management.

J. School Leadership and Management	
This section should describe the intended leadership structure of your school and demonstrate a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.	
TOTAL POINTS	**10/10**

Reviewer Comments – School Leadership and Management

Strengths:

- A dual leadership model is embraced. One director leads business and facilities as well as compliance and operations while the other leads staff management, special education, and community outreach. Both develop and lead school-wide curriculum and learning. The directors work with the Board of Directors' CEO Evaluation and Support Committee. Each set goals, make plans and monitor progress. Each also participates in a yearly SHINE 360 leadership review, working closely with with professional coaches who interview staff and stakeholders to provide feedback on leadership and skills. They also receive feedback from students and families on a bi-annual survey. On the most recent family survey, 91% of family respondents felt affirmative that administrators create an environment that helps students learn and 90% of the same respondents responded affirmatively that they would recommend the school to a friend or family member.
- The school has a dual-leadership structure and both leaders have strong, credible, relevant professional experiences that demonstrate their potential leadership capacity.
- Both school leaders have professional coaches.
- Leaders receive feedback from the school community bi-annually.
- The proposal thoughtfully identifies key operational challenges it has faced (high SpEd population and facilities limitations) and respective solutions (building a substantial internal SpEd team and a creative partnership with the Boys and Girls Club) which demonstrate a track record of problem-solving and allocating resources appropriately to meet students' needs.

Weaknesses:

- There are not many proof points for a dual-leadership structure working well in charters. Although the team is clearly thoughtful, and both leaders bring very strong skill sets, this is a potential risk that should be carefully considered.

Overall comments
Reviewer Comments

- The grant proposal flowed nicely throughout the document. It followed the rubric and was succint and comprehensive. The Operational Budget and Narrative were easy to follow and aligned with the eduational program presented.

APPLICATION TOTAL POINTS		
Rubric Section	**Points Awarded**	**Points Possible**
A. Grant Project Goals	<u>9</u>	10
B. Educational Philosophy, Instructional Practices, and Curriculum	<u>**17.5**</u>	20
C. Teaching and Learning	<u>6</u>	6
D. Student Academic Achievement Standards	<u>**7.5**</u>	9
E. Student Demand and Community/Local Support	<u>**10**</u>	10
F. Effectively Serving All Students	<u>**12**</u>	12
G. Staffing and Professional Development Plan	<u>**3.5**</u>	4
H. Financial Management and Monitoring Plan	<u>6.5</u>	7
I. Board Capacity and Governance Structure	<u>**12**</u>	12
J. School Leadership and Management	<u>**10**</u>	10
STANDARD POINTS AWARDED	<u>**94**</u>	**100**
Priority Points: 2 Additional Points may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of students in **rural** geographic areas.	<u>**0**</u>	2
Priority Points: 2 Additional Points may be awarded for schools that provide a high-quality **high school** program.	<u>0</u>	2
Priority Points: 2 Additional Points may be awarded for schools that articulate a plan to serve and intentionally meet the unique needs of a student population of **more than 50% economically disadvantaged** students.	<u>**2**</u>	2
TOTAL POINTS AWARDED	<u>**96**</u>	**106**

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