Impact Public Schools Leadership Team

Jen Wickens | CEO & Co-Founder
Successfully launched 10 schools • Teacher, principal, systems leader • Co-founded WA Charters & Summit’s Washington Region as Chief Regional Officer • WA roots • Worked in Seattle/Highline Public Schools & high performing charter schools

Kristen McCaw | CFO/COO & Co-Founder
Previous COO/Chief Diversity Officer, Chief of Staff at Summit - led talent, ops, tech, real estate, development across 11 schools / 400+ employees • Led growth & team to win $10M XQ Super School Comp. • Coached 30+ opening charter schools

Abby Cedano | Chief Academic Officer & Co-Founder
Experienced principal manager at Summit Public Schools leading Washington Region and Success Academies • Founded school that placed in Top 1% statewide in Math & ELA • Gap-closing teacher
Mission #1

We prepare a diverse student population to succeed in college and impact communities as the next generation of equity-driven, innovative leaders.
Mission #2

We make a broader impact on public education across Washington state by advocating for public policies that close the opportunity gap and provide all students their right to a high-quality education.
School Design Principles

Liberation
Deep, authentic learning experiences that lead to activism

Relationships
Secure attachments within a tight-knit community of learners

Agency
Personalized pathways for each individual
What Makes Impact Different?

- Social Emotional Learning
- Individualized Instruction
- De-colonized Project Based Learning
- Culture of Positivity
Impact met its mission to serve a **racially, ethnically, linguistically, and socioeconomically diverse** student population.

- **83%** Students of Color
- **67%** Low-Income
- **32%** English Learners
- **11** Languages Spoken
  - Amharic
  - Bosnian
  - Burmese
  - English
  - Oromo
  - Punjabi
  - Somali
  - Spanish
  - Tigrinya
  - Urdu
  - Vietnamese
77% of scholars met their growth target in reading and 87% met their growth target in math.

2018-19 School Year
“It was Thursday afternoon. I was anxiously waiting to hear the outcome of the meeting with Governor Inslee. I had a lot on my agenda that day but found... my mind drifting. **How will our scholars feel if we have to close our school? How will we continue to teach so that no scholar falls behind?**”
Brave Solidarity

This core value means that we bring a lens of equity and inclusion to each decision and each day.

1. Now more than ever, our scholars need the skills that enable them to succeed in college and impact communities as the next generation of equity-driven innovative leaders.

2. COVID-19 has the potential to dramatically widen the gaps that already exist.

So how do we create the best educational experience we possibly can?
Operating Constraints

What are the operating constraints that you are facing or are seeing schools face?

- Buildings are closed and we cannot be in person
- At-home access to computers and internet is uneven
- Families have to work - some from home, some outside the home
- Technology comfort and literacy is variable, including among our faculty
- Some of our teachers have caregiving responsibilities
Our Design Objectives

What are the other design requirements that would be essential for you and your school or schools you support?

Preserve Connectedness
Support Wellness
Advance Equity
Anchor in Original Design Principles
Design with our Community
Search for Silver Linings
Impact at Home, in a nutshell

1. Integrates all four Impact Public Schools model components:
   ■ Social Emotional Learning
   ■ Individualized Instruction
   ■ De-colonized Project Based Learning
   ■ Culture of Positivity

2. Blend of whole class, small group, and 1:1 time with students & teacher

3. Teacher-led and family supported:
   ■ Daily synchronous instruction in literacy & math
   ■ Daily, real-time feedback from teacher and peers
   ■ All materials sent/mailed home, including Project Kits

4. Structured day for most with a flex option for families who need it
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The Same Core Components

- Social Emotional Learning
- Individualized Instruction
- De-colonized Project Based Learning
- Culture of Positivity
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Social Emotional Learning

Starting Each Day
At Impact, every day begins with 30 minutes of dedicated social emotional learning work in half-class mentor groups. Social emotional learning practices are then woven throughout the full day into all other components of the Impact model.

Impact at Home Social Emotional Learning Elements
● Begin each week with goal setting
● Daily mindfulness practice
● Daily well-being check ins and follow up as needed
● Weekly joyful community builders
● Weekly community conversations to respond to Covid questions and concerns when needed.
● End each week with Friday appreciations “circle”.

![Image of children in a classroom setting]
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Individualized Instruction

**Daily Small Group Reading Instruction with Real Time Feedback**
Impact students receive daily, personalized reading instruction while in school and while learning from home. During distance learning each scholar will take part in a 30 minute literacy group of 5-6 scholars working directly with the teacher.

**Small Group Math Instruction with Real Time Feedback**
Each day during distance learning, each Impact teacher will meet with small math groups of 5-10 scholars to facilitate targeted math instruction.

**Student-Specific Practice through adaptive software**
Additional individualized instruction will happen through adaptive software offering extra student specific practices with phonics, vocabulary, reading fluency, reading comprehension, math concepts, and math fact fluency at each student’s just right level. Data from these software platforms will help drive small group instruction.
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Project Based Learning

Distance Learning Project Based Learning
Impact scholars continue to develop their real-world expertise while participating in Impact distance learning.

At Home Project Boxes
To support equity in this at home experience, project boxes containing all of the necessary materials are mailed to every student.

Community Helpers
The first distance learning project is designed to support scholars in better understanding the role that people play in the community during normal and challenging times.

Showcase!
As with all Impact projects, scholars will finish the unit with a virtual student work showcase for community and family members.
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Culture of Positivity

Positive, Consistent Classroom Culture

Our expectations are built to keep everyone physically and emotionally safe, and provide an environment where they can do their best learning. During distance learning, we spend 5 minutes each day going over expectations for how to engage in the virtual space productively and reinforce those expectations throughout the day.

Clear Distance Learning Directions and Expectations

- Frequent Positive Narration
- Class Dojo Points to Celebrate
- Joyful Chants, Cheers, Games, and Wiggle Breaks Throughout the Day
- Thoughtful Family Follow Up
Impact Scholars Engaging in Distance Learning
### Clear Delineation of Roles & Responsibilities

<table>
<thead>
<tr>
<th><strong>Student</strong></th>
<th><strong>Family</strong></th>
<th><strong>Teacher</strong></th>
<th><strong>School Leader</strong></th>
<th><strong>Home Office</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Be responsible for starting your day off right. Follow directions from your family and come prepared and on time! Try your best the whole time. Stay focused even when your family or teacher isn’t watching you. Ask for help when you need it!</td>
<td>Set up a defined and comfortable work space. Create a daily distance learning routine that supports the structure of the school day. Plan to be free during breaks to get outside with your scholar when possible. Be a cheerleader for your scholar. Call your mentor if you need help. Participate in feedback sessions.</td>
<td>Bring the energy and joy! Make sure all families are prepared to launch. Prepare small group lessons for each day. Check the platform data 3X per week. Participate full in daily huddles, professional development sessions, planning meetings, coaching, and weekly faculty circle. Participate in feedback sessions.</td>
<td>Give input on distance learning model design. Train all teachers in distance learning structures. Help teachers and families solve challenges. Review data daily. Lead daily huddles, professional development, coaching and weekly faculty circle. Create coverage schedules if needed. Conduct weekly observations. Co-teach as needed.</td>
<td>Design distance learning model. Collect feedback on design and implementation and make adjustments. Make sure all tech is set up and ready to go. Create curriculum needed. Create teacher and family training resources. Participate in weekly faculty circle.</td>
</tr>
</tbody>
</table>
# A Balanced Scholar Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Mentor Group Welcome</td>
</tr>
<tr>
<td>9:30</td>
<td>Literacy Block 1</td>
</tr>
<tr>
<td>10:00</td>
<td>Literacy Block 2</td>
</tr>
<tr>
<td>10:30</td>
<td>Morning Recess &amp; Snack</td>
</tr>
<tr>
<td>11:00</td>
<td>Literacy Block 3</td>
</tr>
<tr>
<td>11:30</td>
<td>Enrichment</td>
</tr>
<tr>
<td>12:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45</td>
<td>Math</td>
</tr>
<tr>
<td>1:15</td>
<td>Project-Based Learning</td>
</tr>
<tr>
<td>2:00</td>
<td>Mentor Group Closing</td>
</tr>
<tr>
<td>2:10</td>
<td>Afternoon Recess &amp; Movement</td>
</tr>
</tbody>
</table>

- ★ Teacher led, whole class or half class
- ★ Teacher led, small groups
- ★ Individualized learning on adaptive software
- ★ Breaks
A Thoughtful Teacher Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45</td>
<td>Morning Huddle</td>
<td>Morning Huddle</td>
<td>Morning Huddle</td>
<td>Morning Huddle</td>
<td>Morning Huddle</td>
</tr>
<tr>
<td>9:00</td>
<td>Teaching</td>
<td>Teaching</td>
<td>Teaching</td>
<td>Teaching</td>
<td>Teaching</td>
</tr>
<tr>
<td>10:30</td>
<td>Data Study</td>
<td>Coaching</td>
<td>Data Study</td>
<td>Data Study</td>
<td>Data Study</td>
</tr>
<tr>
<td>11:00</td>
<td>Teaching</td>
<td>Teaching</td>
<td>Teaching</td>
<td>Teaching</td>
<td>Teaching</td>
</tr>
<tr>
<td>11:35</td>
<td>Prep</td>
<td>Prep</td>
<td>Teaching</td>
<td>Prep</td>
<td>Teaching</td>
</tr>
<tr>
<td>12:15</td>
<td>Virtual lunch with students</td>
<td>Virtual Lunch with Students</td>
<td>Prep</td>
<td>Virtual Lunch with Students</td>
<td>Prep</td>
</tr>
<tr>
<td>12:45</td>
<td>Teaching</td>
<td>Teaching</td>
<td>Grade Level Planning</td>
<td>Teaching</td>
<td>Faculty Circle</td>
</tr>
<tr>
<td>2:10</td>
<td>Prep</td>
<td>Prep</td>
<td>Wellness Wednesday</td>
<td>Prep</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>
Our Approach to Distance Learning Tools

There are so many tools one could use!

What is the challenge we need to address?

What are the pros and cons of each potential solution to that challenge?

Consider:
1. Current and future cost
2. Integration with tools we already use
3. Capacity of the company and quality of their support
4. Simplicity and ease of use for students, families, and teachers
DISTANCE LEARNING DESIGN CHALLENGE #1
How do we help young scholars navigate their schedule and easily access all of the resources they need - whether it's a specific Zoom room, or a particular app?

Create scholar landing pages that are highly visual on Google Sites
DISTANCE LEARNING DESIGN CHALLENGE #2
How do we help young scholars keep track of time and transition from one activity to the next independently?

Create an Impact Radio Station that reminds scholars when to go from one activity to the next - and features joyful messages from the principal - on radio.co
DISTANCE LEARNING DESIGN CHALLENGE #3
How can we support hands-on, project-based learning virtually and equitably?

Mail Impact Project Kits to each family, complete with all the necessary creative supplies for our Community Helper project and great books.
Which online platforms best support student learning and are easiest to use for young learners?

<table>
<thead>
<tr>
<th>Category</th>
<th>Platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Class Meetings &amp; Small Groups</td>
<td>Zoom</td>
</tr>
<tr>
<td>Single Sign On</td>
<td>Clever</td>
</tr>
<tr>
<td>Literacy</td>
<td>Lexia</td>
</tr>
<tr>
<td>Literacy</td>
<td>Amira</td>
</tr>
<tr>
<td>Math</td>
<td>Dreambox</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Typing</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Science</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Coding</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Chess</td>
</tr>
<tr>
<td>Enrichment</td>
<td>Movement</td>
</tr>
<tr>
<td>Positive Culture</td>
<td>Class Dojo</td>
</tr>
</tbody>
</table>
Challenges We Are Still Working to Solve

- Best virtual mathematics practices for teaching Cognitively Guided Instruction
- Balancing screen time with importance of synchronous instruction at this age
- Determining the data that is most critical to assess student learning
What distance learning design challenges are you or the schools you work with facing?

Did we present any solutions that you can build on with your team?

Do you have solutions to the challenges we just named?
Measuring Student Progress

During this time, Impact will continue to measure student progress and communicate that progress home through an end-of-the-year report card. While we will have to make some adjustments to what we are measuring, we believe this data remains critical in helping families understand how their scholar is progressing.

This report card will include:
- The scholar’s Lexia level and information about which levels are expected for each grade level.
- The scholar’s progress with multiple high priority math standards through Dreambox.
- The scholar’s attendance.
- The scholar’s participation and engagement in social emotional learning work.
- Personalized teacher comments.
Supporting All Scholars

Impact is committed to supporting all scholars, including English Language Learners & scholars with IEPs and 504s. Impact’s Learning Specialist and coordinated service providers are continuing to provide services to help all scholars maintain access to the General Education curriculum and make progress toward their individual goals. Services include, but are not limited to:

- Virtual social emotional learning groups with scholars across grade levels to continue progress on behavior and social emotional goals
- Personalized academic support from our Learning Specialist, targeting reading, writing, and math goals
- Virtual speech and occupational therapy sessions
- Links to join support sessions embedded on the classroom page
- Small, individualized reading groups daily
- Collaboration between Learning Specialist & General Education teachers to ensure that additional distance learning accommodations & modifications are provided as needed
Supporting Scholars with Barriers to Following the Virtual Schedule

We know that this time presents particular challenges for many families and that some families will not be able to attend the more structured school day due to childcare issues. For this small group of families, we will offer a more flexible plan.

- Scholars will receive a curated set of daily agendas, books, and access to online resources
- Scholars will receive a weekly 1:1 check in with the teacher to review data, work and provide re-teaching
- Scholars will be encouraged to attend as many days as possible following the regular schedule
Supporting Faculty

In this time of uncertainty, we want to be responsive given how COVID-19 has upended daily life.

- All teachers will receive 9 hours of professional development on distance learning before we launch as well as 2 hours of weekly professional development throughout the distance learning time.
- All teachers participate in weekly circle and complete faculty circle work.
- All teachers continue to have a bi-weekly coaching meeting.
- Teachers who have school age children may have non-Impact children join an Impact classroom.
- Teachers who have an Impact scholar will have the choice to have those scholars in their own classroom or in the classroom of their current teacher.

Distance Learning Look Fors

<table>
<thead>
<tr>
<th>Component Look Fors</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Mentor Group</td>
</tr>
<tr>
<td>There is a clear and consistent routine for starting the day and the teacher always takes attendance</td>
</tr>
<tr>
<td>All scholars answer check-in with one emotion word and the teacher strategically checks back/creates opportunities for resonance</td>
</tr>
<tr>
<td>All scholars can clearly state the daily and/or weekly goal by the close of mentor time</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td>All scholars in attendance are in the right virtual group</td>
</tr>
<tr>
<td>In small group, the teacher clearly states and models participation norms and expectations</td>
</tr>
<tr>
<td>Instruction is highly engaging with many opportunities for scholar voice, scholar participation and teacher to scholar feedback</td>
</tr>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>Every day the teacher has a specific list of scholars to pull for small group based on most current data</td>
</tr>
<tr>
<td>The teacher has a plan for small group instruction that targets specific math skills</td>
</tr>
<tr>
<td>Instruction is highly engaging with many opportunities for scholar voice, scholar participation and teacher to scholar feedback</td>
</tr>
<tr>
<td><strong>Project Based Learning</strong></td>
</tr>
<tr>
<td>The teacher launches project time in a motivational manner and provides precise directions for what scholars need to complete</td>
</tr>
<tr>
<td>One teacher strategically checks in with scholars in need of 1:1 or small group support</td>
</tr>
<tr>
<td>Second teacher stays in virtual classroom to answer scholar questions and family questions</td>
</tr>
<tr>
<td><strong>Universal Look Fors: All Components</strong></td>
</tr>
<tr>
<td>In Successful IPS Distance Learning Classrooms</td>
</tr>
<tr>
<td>The teacher precisely states expectations and directly models behaviors and use of tech</td>
</tr>
<tr>
<td>The teacher uses an engaging tone, consistently positively narrates, and gives Dojo points</td>
</tr>
<tr>
<td>The teacher uses mute and unmute strategically to draw in individual and whole class participation</td>
</tr>
<tr>
<td>The teacher strategically fills extra time with wiggle breaks, chants, and True North</td>
</tr>
<tr>
<td>The teacher ends each block with clear directions for where scholars go next and what to expect</td>
</tr>
</tbody>
</table>
“I feel like this disruption is going to effect much needed change in our education system as a whole and will help us learn how to create ‘21st Century Learners.’”
How We Got Here

Phase 1: Asynchronous Instruction & Design

Phase 2: Synchronous Instruction

Phase 3: Revisions Based on Feedback
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**Phase 1**

**Curated packets and book baggies** sent home before school closed

**Daily email** from Principal with schedule and daily read aloud on Vimeo

**Weekly email** from school featuring subject area content (also shared externally with other families and schools)

**Teacher calls 2 times/week** to every family and scholar
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Phase 1

**Data collection** including survey, then teacher phone calls, with clear tracking via Google Sheet that fed Google Data Studio report and goal of 100% reach

- Do families have a laptop their student can use?
- Do families have wifi?
- What are their other needs (food, childcare, etc.) and which resources can we connect for them?

**Chromebook and hotspot distribution**

- If they don’t have a laptop, all are provided a Chromebook with clear checkout process.
- If they don’t have wifi, we first try to get them to sign up for a home account then have options including providing hotspot.
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Phase 1

Community Based Design for Phase 2
○ Simulation days with teachers
○ Feedback sessions with families
Impact Scholars Engaging in Distance Learning
1. Integrates all four Impact Public Schools model components:
   i. Social Emotional Learning
   ii. Individualized Instruction
   iii. De-colonized Project Based Learning
   iv. Culture of Positivity

2. Blend of whole class, small group, and 1:1 time with students & teacher

3. Teacher-led and family supported:
   i. Daily synchronous instruction in literacy & math
   ii. Daily, real-time feedback from teacher and peers
   iii. All materials sent/mailed home, including Project Kits

4. Structured day for most with a flex option for families who need it
“Giving Ms. Nilsen back her role in my daughter’s daily life will be beneficial for both Debbie and me.”
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Phase 3

Collect data on:
1. Student experience
2. Teacher experience
3. Family experience

And use that to iterate in real time so that it is rooted in a community design process.
Capturing the Bright Spots

★ Scholars becoming more independent in their academic journey
★ Families increasing skills in supporting scholar’s academic and social emotional development
★ Educators developing deeper fluency in adaptive software
★ New program to prevent summer slide
★ Honing team’s expertise in rapid design and iteration
★ Learning from and with educators across our state and across the country
Share one word in the chat to describe how you’re feeling after participating in this experience.

Please complete our feedback survey: tinyurl.com/impactathome