Charter Application Technical Assistance Workshop

Hello!

Thank you for joining us!

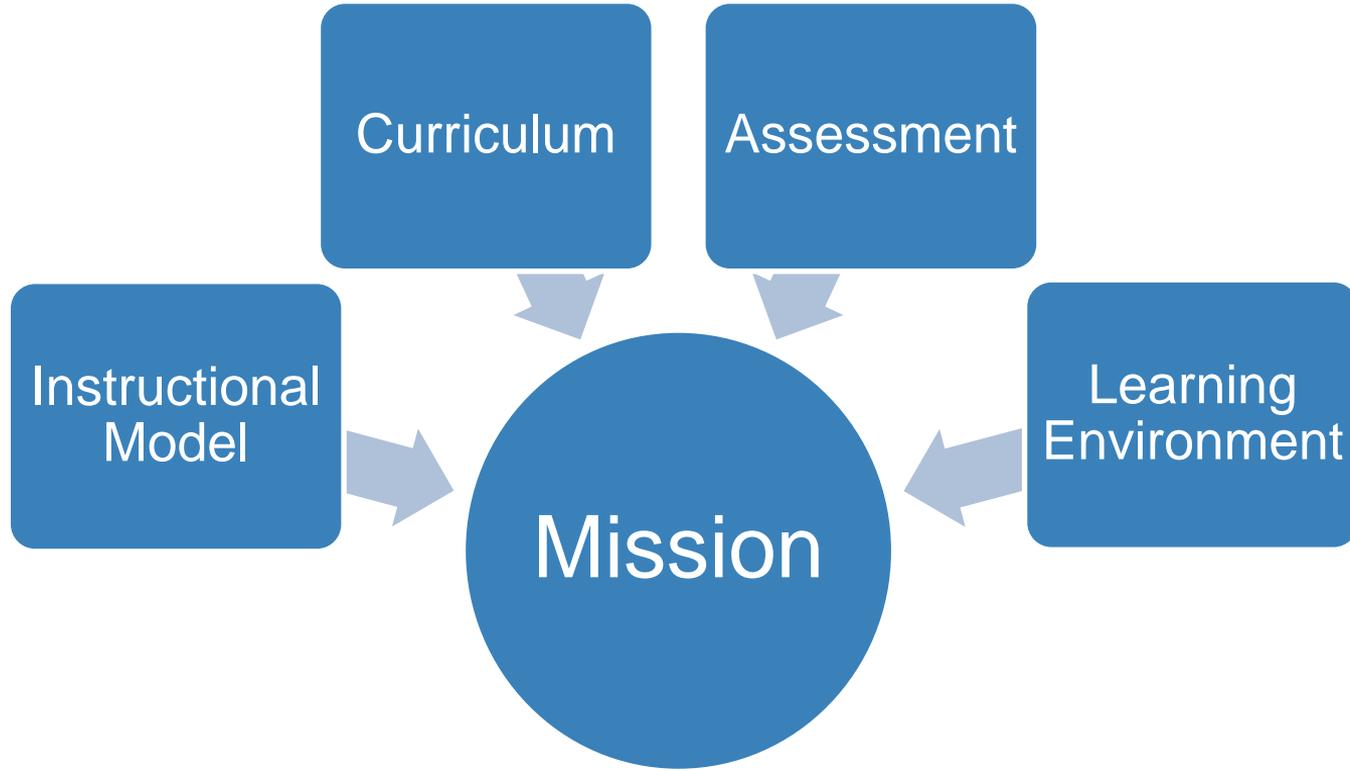**The Charter Institute**
at Erskine

Christy Junkins, Executive Director of School Support

Begin with the End in Mind

Instructional Model

- What is the school's instructional model?
- What research exists to support the instructional model in specifically helping the school fulfil its mission?
  - The research should support the chosen instructional model with the student body that the proposed school will likely attract.
- Other components to consider:
  - Class size
  - Daily Schedule
  - Teaching Methods
- Keep in Mind:
  - Make sure that the local school district does not offer the same instructional model.
  - Less is more! It's not a competition to see how many educational buzz words you can Google and add to your application. Are you really going to create a single-gender, STEM, Language Immersion, arts infused, project based learning, outdoor educational program that focuses on the use of American Sign Language?

Calendar and Schedule

- How is the school's calendar designed?
  - 180 days for students
  - 190 days for staff
- How will the school day be designed?
  - Example: High School– Block or Skinnies
- Other components to consider:
  - Class size
  - Offerings
  - State requirements
- Keep in Mind:
  - Make sure your calendar design and school day design adheres to all state and federal guidelines.

Curriculum

- What is the chosen Curriculum?
- What research exists to support the curriculum in specifically helping the school fulfil its mission and goals?
  - The research should support using the curriculum with the student body that the proposed school will likely attract.
- Does the curriculum align to the South Carolina Curriculum Standards?
- Things to keep in mind:
  - Curriculum IS NOT just something you buy
  - One size DOES NOT fit all
  - The Institute is not the expert
  - If the plan is to have "the teachers develop the curriculum" what is your plan for the first year when the teachers haven't had time to "develop the curriculum?"

Recruiting and Retaining Staff

- Curriculum?
- First Year Teachers are required to have a Mentor
- For a teacher to move from an initial to a professional certificate, the teacher must be evaluated
- Improve building capacity
- Build teacher effectiveness
- Strengthens a culture from year to year
- Time and money to train new teachers for the same positions year after year
- Inexperience teachers may not have the same impact on student learning– they have to learn curriculum, become familiar with policies and get to know classrooms full of students without the guidance of veteran teachers

Professional Development

- Curriculum?
- Retention– teachers want to be supported
- Deeper subject knowledge
- Teachers learn better ways to teach
- Personal Growth
- Opportunity to integrate new strategies
- Understands New Standards
- Experiment with New Technology

State Assessments

- Kindergarten
  - First 45 days
  - WIDA Screener (as needed)
  - ACCESS for ELLS (January–March)

- First Grade
  - WIDA Screener (as needed)
  - ACCESS for ELLs (January–March)

- Second Grade
  - CogAt and Iowa October–November
  - Performance Task Assessments (February–March)
  - WIDA Screener (as needed)
  - ACCESS for ELLs (January–March)

- 3rd– 5th Grade
  - SC Ready – last 20 days of instruction
  - SC PASS – last 20 days of instruction
  - Performance Task Assessments (February–March)
  - WIDA Screener (as needed)
  - ACCESS for ELLs (January–March)

State Assessments

- **6th – 8th Grade**
  - SC Ready – Last 20 days of instruction
  - SC PASS – Last 20 days of instruction
  - End-of-Course Exams (December-January and May-June)
  - WIDA Screener (as needed)
  - ACCESS for ELLs (January-March)

- **9th–12th Grade**
  - End-of-Course Exams (December-January and May-June)
  - PSAT (February-March)
  - ACT (October and February-March)
  - SAT (March-April)
  - WIDA Screener (as needed)
  - ACCESS for ELLs (January-March)
  - Ready to Work (December for 12th Grade retakes, March-April for 11th Grade)

Analyzing Data

- What will be used for diagnostic, formative and summative assessments?
    - What grade levels will eventually be served
    - Will the budget support purchasing assessments?
    - How will you balance data gained with instructional time lost with more assessments
- Describe how the school will monitor progress toward meeting its goals and what modifications will be made if necessary
    - Who is responsible for monitoring progress – the school leader, the board, and/or a data specialist?
    - Will personnel decisions be based on performance data?
    - What professional development will be offered to staff?
- Include an explanation of data collection, analysis, and management
    - How will teachers be trained to interpret test results?
    - How will data be stored – a management system, printed reports, gradebooks?
    - How will decisions be made that affect individual student instruction
- Do the assessments align to the curriculum and the South Carolina Curriculum Standards?

Student Information Systems and Platforms

- PowerSchool
  - Student Information
  - Schedules
  - Precode for Assessments
  - Grade Book

- Enrich
  - Student Assessments
  - Graduation Rate

Learning Environment

- The learning environment refers to the diverse physical locations, technology use, contexts, and cultures in which a student learns.

- What type of learning environment will best fit your instructional model and curriculum?

- What research supports the effectiveness of the chosen learning environment with the student body that the proposed school will likely attract.

- Other components to consider:
  - The needs of the selected community and learners
  - Desired culture of the school
  - Available resources

Goals, Objectives, and Assessment Plan

- **Why is this section important?**
  - Your goals inform the sponsor of what your school will accomplish if it is successful. **AIM HIGH!**
  - Your description of progress monitoring indicates your capacity to implement data-driven instruction. **BE SPECIFIC!**
  - Your students' academic performance will ultimately determine whether your charter is renewed. **GROWTH MATTERS!**
  - **Be Aligned!**
- **Writing SMART goals**
  - **SPECIFIC**
  - **MEASURABLE**
  - **AMBITIOUS & ATTAINABLE**
  - **REALISTIC & RESULTS ORIENTED**
  - **TIME BOUND**

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S.M.A.R.T. Goals are...

- SPECIFIC
  - Specific goals answer the following questions:
    - Who: Who is involved?
    - What: What do I want to accomplish?
    - Where: Identify a location.
    - When: Establish a time frame.
    - Which: Identify requirements/constraints.
    - Why: Specific reasons, purpose or benefits of accomplishing the goal.

- MEASURABLE
  - Measurable goals answer the following questions:
    - How much?
    - How many?
    - How will I know when it is accomplished?

- ATTAINABLE
  - The goal is "do-able"
  - It is action-oriented
  - It is "within reach"

- RESULTS-BASED
  - Motivating, concrete benchmarks against which to measure our efforts; not process goals

- TIMELY
  - You should establish a timeframe
  - The timeframe *must* be realistic
  - Everyone needs to know the timeframe...make it public

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Considerations for Staffing and Contracting

Role Identification

- Testing Coordinator (Must possess a valid SC teaching certificate)
- Education Evaluation (ADEPT) Coordinator
- Textbook Coordinator
- Accountability Coordinator
- CATE Coordinator (if applicable)
- PowerSchool Coordinator

Supports

- **Test Coordinator**
    - Overview training at the beginning of the year
    - Specialized training for each assessment
    - Support throughout the testing window

- **Education Evaluation (ADEPT) Coordinator**
    - Mentor
    - Evaluators

- **Textbook Coordinator**
    - Access to State Website
    - Information on "cans" and "can nots"

Supports

- **Accountability Coordinator**
  - Enrich Training
  - Data Verifications
  - Support with each verifications

- **Career and Technical Education Coordinator**
  - Information on State and Federal Guidelines
  - Monitoring of program
  - Support as needed

- **PowerSchool Coordinator**
  - New and Existing PowerSchool Training at the beginning of each year
  - Monthly webinars based on needs of school
  - Technical support as needed

Questions...