The Charter Institute at

Erskine

New Charter Summer Session II
Educational Program
Ms. Christy Junkins
Mr. Richard Melzer

September 9, 2020

CREATIVE MINDS
INNOVATIVE SCHOOLS
EFFECTIVE RESULTS

CHARTER INSTITUTE
at ERSKINE

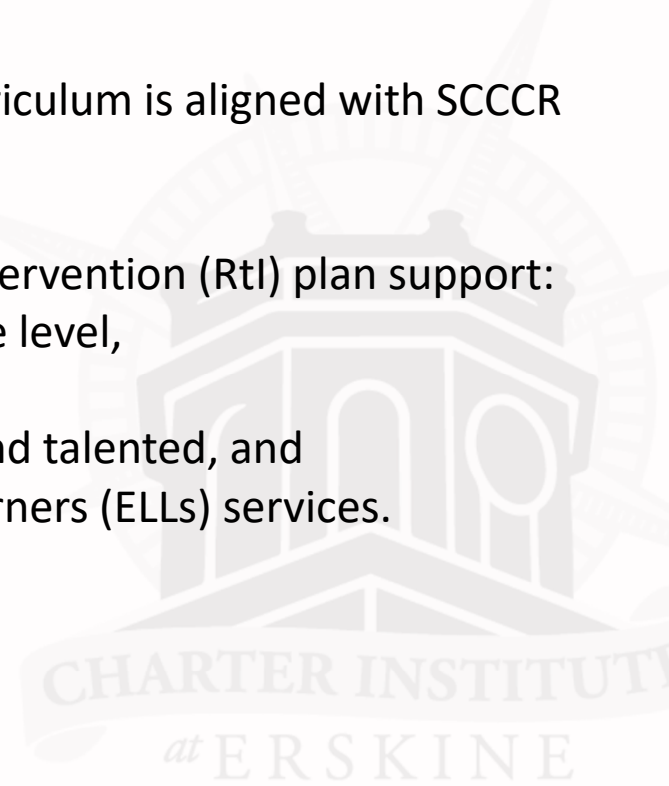# Curriculum and Instruction

- Instructional Model
  - What is the chosen curriculum and why?

  - How is the curriculum aligned with the mission of the school?

  - How will this particular curriculum improve student learning with the anticipated student population?

  - What evidence is there to show this curriculum will be successful with the anticipated student population?

Curriculum and Instruction

- How will you ensure your curriculum is aligned with SCCCR Standards?

- How will your Response to Intervention (RtI) plan support:
    a. above or below grade level,
    b. with disabilities,
    c. identified as gifted and talented, and
    d. requiring English Learners (ELLs) services.

Curriculum and Instruction

- How will you address students at risk of dropping out or not meeting grade level or graduation requirements?

- For a charter school offering high school grades, if applicable:
  a. a description of how the school will meet the state's graduation (exit) requirements
     i. to include an explanation of how students will earn credit hours
     ii. how grade-point averages will be calculated
     iii. what information will be on transcripts
     iv. and what elective courses will be offered.

- If graduation requirements will exceed state and district standards, an explanation of the additional requirements is included.

Curriculum and Instruction

- Graduation Requirements are outlined in SC Regulation 43-234.
  - Twenty-four (24) units of credit are required

| Subject	Credits
English Language Arts	4.0
Mathematics	4.0
Science	3.0
U.S. History and Constitution	1.0
Economics	0.5
U.S. Government	0.5
Other Social Studies	1.0
Physical Education or Junior ROTC	1.0
Computer Science	1.0
Foreign Language or Career Technology Education	1.0
Electives	7.0

Make sure to review the SC Uniform Grading Policy

Educational Structure

- What will your school year look like? Are you utilizing a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.?

- What grades will you serve to begin with and in the future?

- Once the proposed charter school is at full capacity:
    - How many students will that serve?
    - How many classes per grade level?
    - How many students per class?

- What will the learning environment look like (e.g., classroom-based, independent study), including class size and structure?
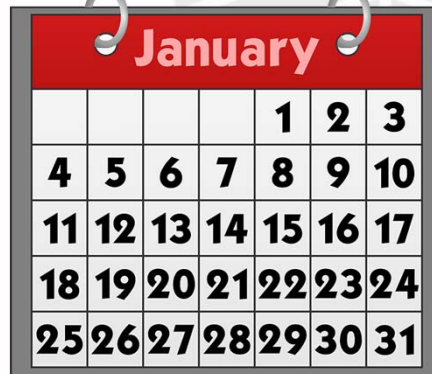
Educational Structure

- What will a typical school day look like for a student?
  - How many instructional hours/minutes will be in a day for core subjects such as language arts, mathematics, science, and social studies?
  - What time will the school day start and end?
  - How many hours a day/week will be devoted to academic instruction in each grade?
  - How is this different than the average school day at nearby schools?
  - How will your school's experience be any different than the nearby schools?

- How the instructional design, learning environment, class size and structure, curriculum, teaching methods, and schedule will be optimal for student learning and how it will support the mission of the school?

- What planning tools will teachers will use to prepare lessons?

- What does the typical day for a teacher of a grade that will be served in the first year of operation look like?

- How is this different than the teacher's day at nearby schools?

Goals and Objectives

Are they **SMART** Goals (specific, measurable, attainable, realistic and time-based?

SPECIFIC - What evidence do you have show your academic performance needs improvement? Have you drilled down into the data and circumstance to determine the specific cause of sub par performance? Is it down to the standard level?

MEASUREABLE – How will know if your goals are achievable? What data will you be using to show progress on every strategy and intervention?

ATTAINABLE – Are the targets set so it is statistically possible for the staff to realize success?

REALISTIC – Particularly with the strategies to be employed, do we have or can we get the necessary resources to accomplish full implementation of those strategies? Do we have the resources (including personnel) to build capacity? Is our staff capable of implementation?

TIME BASED – Have we developed both long and short term milestones to guide implementation? Do we have a monitoring and completion calendar?

School Improvement Template

Charter Institute at Erskine School Improvement Goals
2019-2020

___ Elementary Goals ___ Middle School Goals ___ High School Goals

What data alerted you of an academic concern? What is that precise data?

At the end of the interventions where do you want your data results to be? What are the precise data targets?

WHAT ARE YOU GOING TO DO	A, B, etc.	Team Member	Resources/ Staff Development Needed	Person(s) Responsible	Evidence (How will we know it is working?)	Reporting Timeframe	Target Date	Comp Date

What strategies are you going to implement to ensure improvement? Are the strategies research based? Are they specifically tied to the goal? Avoid saying, "we will continue…"

There can be more than one part to the goal. Identify the part of the goal.

What team member(s) created the goal?

What resources are needed for full implementation? Include PD

Who is going to monitor, monitor, monitor?

How will you know if the strategy is working? What data will you be looking for?

How often will the monitoring take place? Develop a monitoring calendar

Signature of School Leader: _____ Date: _____ Signature of Board Chair: _____ Date: _____

Goals and Objectives

- How will you monitor progress toward meeting the goals and objectives of the school?

- How the school will make modifications based on data, including revising and redirecting professional development and instruction?

Assessment Plan

- Is an assessment plan provided that indicates which assessment(s) will be administered and when they will be administered?

- What diagnostic, formative, and summative assessments including state-mandated assessments will be used at what point during the school year?

- Why was this assessment chosen?

- What resources will be needed to successfully implement the assessment plan (technology, personnel, staff development)?

- Who will analyze the results?

- Who will communicate the student achievement results to the Board?

- How often will the results be shared?

- Who will communicate student achievement results to the parents?

- Who will communicate student achievement results to the students?

- Who will determine what adjusts need to be made once student achievement results are analyzed?

Assessment Plan

- How will you use the data to measure and evaluate academic progress of individual students, student cohorts, and the school as a whole?

- How will you use the data to measure and evaluate academic progress throughout the year, at the end of each academic school year, and for the term of the charter?

Accountability

- Analyzes assessment scores from year to year

- Mimics the State Report Card

- Sets Goals based on State Goals

- SSP as indicated previously

The Charter Institute at

Erskine

New Charter Summer Session II
Educational Program: Serving Students with
Special Needs
Ms. Celina Patton
September 9, 2020

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Key Components: Serving Students with Special Needs

Requirement: Clear identification of the types and size of the various populations that the school expects to serve and the basis for these assumptions;

Consider: What is the basis of the assumption of the type of special populations that your proposed charter will serve?

- What types of subgroups of students will you serve (including students with disabilities- students with IEPs, 504s, English Learners and Gifted and Talented Students)
- Compare populations of local traditional districts and use this data to craft the narrative

Key Components: Serving Students with Special Needs

Requirement: A detailed discussion of how the curriculum, daily schedule, staffing plans, and support strategies and resources of the proposed educational plan will meet diverse needs of any special populations or any modifications to the educational plan that will be made in order to do so

Consider: How to tie the data to how the curriculum will meet the requirements of the laws that govern our special populations (IDEA, Title III, Section 504, etc.)

How does the data will impact your staffing plan? I.e.. if you are projecting a total enrollment of 500 students, and your local district has 10% students with disabilities. How does your staffing plan reflect the ability to meet 50 students' individual needs as required by their IEPs?

Key Components: Serving Students with Special Needs

<u>Requirement</u>: A description of the school's plan to provide a continuum of services in the least restrictive environment;

<u>Consider</u>: What does this mean and what does this look like in your school for students with disabilities? How do you address a Free and Appropriate Education (FAPE) for all students?

- I.E. How is your staffing impacted by specific students and their needs. For example, if you have a student who is self contained with emotional disabilities has to remain in a special education classroom all day with a certified special education teacher in addition to 20 other resource students that this same teacher will serve?
- How do you serve students with speech or physical therapy needs, etc?

Key Components: Serving Students with Special Needs

<u>Requirement</u>: A description of the school's plan to provide a continuum of services in the least restrictive environment;

<u>Consider</u>: What does this mean and what does this look like in your school for students with disabilities? How do you address a Free and Appropriate Education (FAPE) for all students?

- I.E. A student who is self contained with emotional disabilities has to remain in a special education classroom all day with a certified special education teacher in addition to 30 other resource students that this same teacher will serve?

Key Components: Serving Students with Special Needs

Requirement: Outline which clearly defines the roles and responsibilities of the charter school and proposed sponsor, as well as an explanation of the partnership between the two (to include an explanation of any contracted services between the proposed school and a local school district).

Consider: As the Institute is the proposed sponsor, we retain LEA responsibilities for our schools, so there needs to be a description of what the understanding of the proposed charter schools roles are vs. the Institute's are in general.

I.e. detailing how to follow the sponsor's policies and procedures?

Example

"An inclusive model of service delivery will be implemented to address the needs of children with disabilities. A system will be established that allows support services to be brought to the child's general education classroom. The School's flexible learning environment, innovative scheduling, and community of learners create an ideal situation for inclusion to be most effective for students. Additional support will be offered to the students <u>only</u> within the context of their general education classroom"

Example

"It is not yet possible to determine which services will be needed to meet the needs of the students attending ABC charter school, as the student population has not yet been determined"
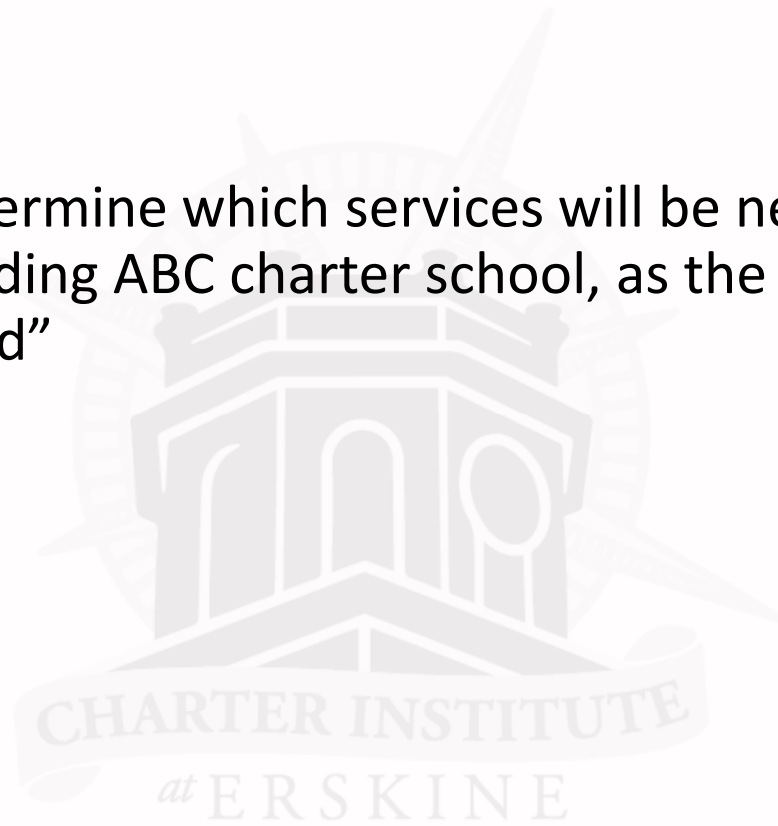
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