

Educational Plan & Capacity

Evidence of Need & Community Support
Curriculum & Instructional Model
Goals, Objectives, and Assessment Plan

COURTNEY MILLS

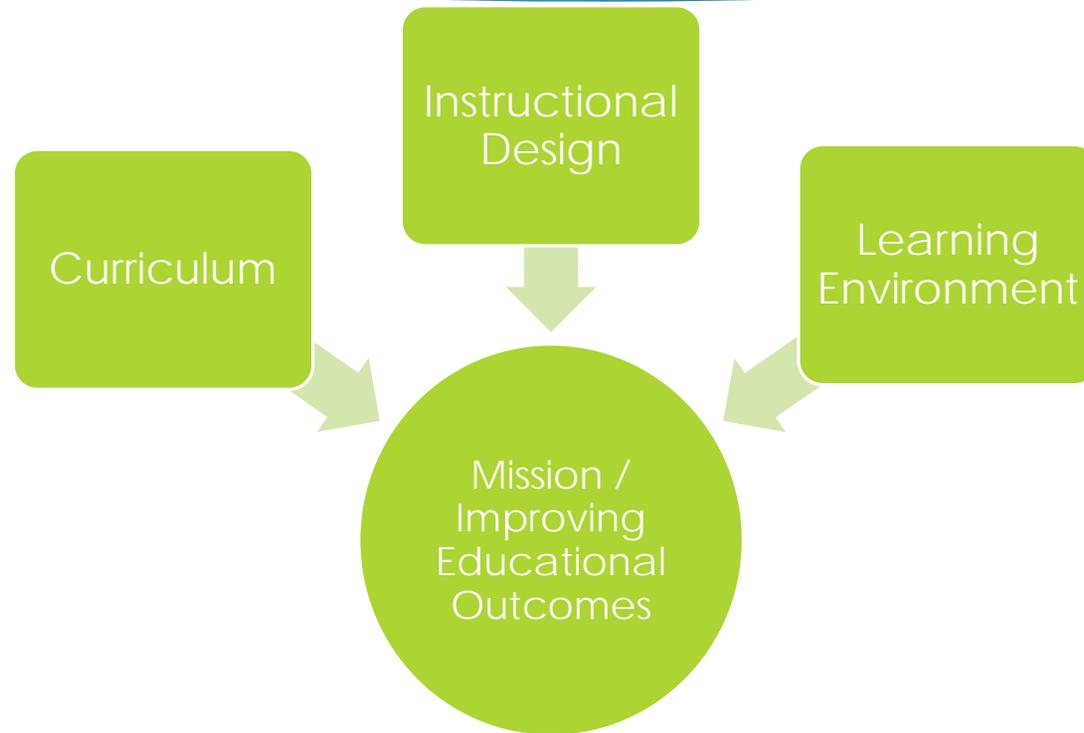
PRINCIPAL, MIDLANDS MIDDLE COLLEGE

It Takes a Village...



- ▶ WHY is your school needed?
- ▶ WHO will support it?
- ▶ HOW will this happen?

Begin with the End in Mind



Curriculum

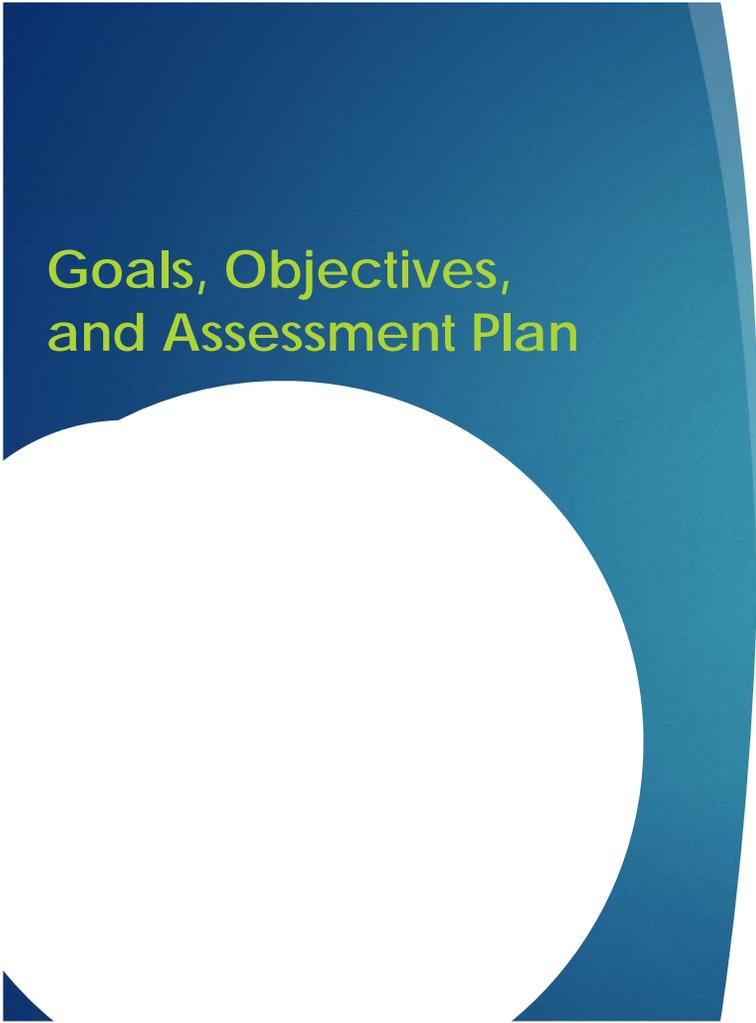
- ▶ What's the chosen Curriculum?
- ▶ What research exists to support the curriculum in specifically helping the school fulfil its mission?
 - ▶ The research should support using the curriculum with the student body that the proposed school will likely attract, and benchmark assessments should be chosen to align with the curriculum.
- ▶ Things to keep in mind:
 - ▶ Curriculum IS NOT just something you buy
 - ▶ One size DOES NOT fit all
 - ▶ 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?"

Instructional Design/Learning Environment

- ▶ What is the school's instructional design?
- ▶ What research exists to support the instructional design in specifically helping the school fulfil its mission?
 - ▶ The research should support the chosen instructional design with the student body that the proposed school will likely attract.
- ▶ Other Design Components to Consider:
 - ▶ Class size
 - ▶ Daily Schedule
 - ▶ Teaching Methods
- ▶ Things to Keep in Mind:
 - ▶ 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?

Struggling Learners (everyone)

- ▶ What is the school's plan to meet the needs of struggling learners through an intervention process?
- ▶ Specifically:
 - ▶ What meets the criteria of struggling learner (how will you know)?
 - ▶ What will be done differently for these learners (what's the actual plan)?
 - ▶ What additional resources will be needed for the school to meet the needs of these students?
- ▶ Things to keep in mind:
 - ▶ We're not talking about special education
 - ▶ Don't just say "RTI" or "child study teams" – thoroughly describe your process

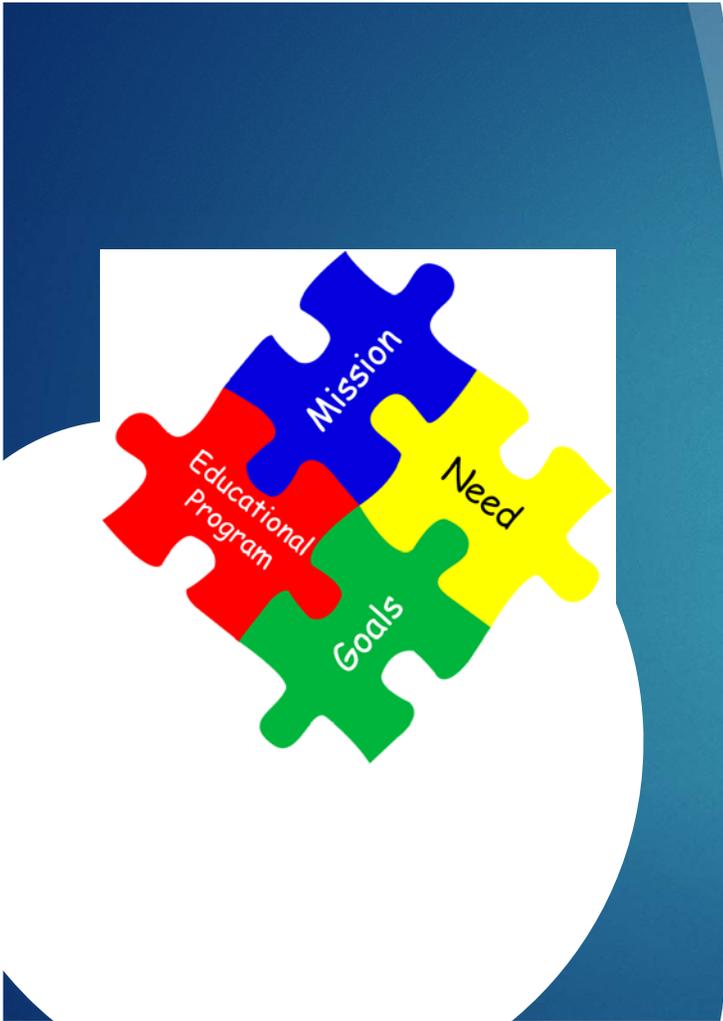


Goals, Objectives, and Assessment Plan



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!**



Writing S.M.A.R.T. Goals

Specific
Measurable
Ambitious & Attainable
Realistic & Results-oriented
Time-bound

A **SPECIFIC** goal will answer the question: *What will students know and be able to do?*

The goal must:

- ▶ be clear and concisely stated
- ▶ be easily understood
- ▶ relate to student performance

Writing S.M.A.R.T. Goals

Specific
Measurable
Ambitious & Attainable
Realistic & Results-oriented
Time-bound

A **MEASURABLE** goal will answer the question: *What criteria will be used to determine whether this goal has been met?*

The goal must:

- ▶ specify data or calculation used to measure the results
- ▶ include criteria to demonstrate progress in achieving the goal
- ▶ provide a plan and methods of assessment

Writing S.M.A.R.T. Goals

Specific
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Time-bound

An **AMBITIOUS** and **ATTAINABLE** goal will answer the question: *What level of achievement can be reasonably expected?*

The goal must:

- ▶ set challenging, high expectations that extend beyond “average” or “meets”
- ▶ be realistically achievable
- ▶ be based on a well-informed assessment of the school’s capacities
- ▶ include a rationale based on analysis of baseline achievement levels

Writing S.M.A.R.T. Goals

Specific
Measurable
Ambitious & Attainable
Realistic & Results-oriented
Time-bound

A **RELEVANT** and **RESULTS-ORIENTED** goal will answer the question: *Why is this goal worthwhile and what will it achieve?*

The goal must:

- ▶ reflect the school's mission
- ▶ focus on the end results rather than activities

Writing S.M.A.R.T. Goals

Specific
Measurable
Ambitious & Attainable
Realistic & Results-oriented
Time-bound

A **TIME-BOUND** goal will answer the question: *When will the goal be met and what progress will be made in the meantime?*

The goal must:

- ▶ include a long-term objective
- ▶ include annual benchmarks

Is the goal S.M.A.R.T.?

- X Specific
- X Measurable
- X Ambitious & Attainable
- X Relevant & Results-oriented
- X Time-bound



ABC Charter School will assist South Carolina in reaching academic excellence for all students with meaningful, innovative experiences that improve student learning.

Objective 1: Each year, all students who have difficulty meeting SC Academic Standards will be provided with academic assistance until they reach a defined mastery level of 80%.

Objective 2: Each year, all students will identify and apply individualized learning strategies to support their growth toward academic excellence.

Is the goal S.M.A.R.T.?

- ✓ Specific
- ? Measurable
- ? Ambitious & Attainable
- ✓ Relevant & Results-oriented
- X Time-bound

By the fifth year of operation, 85% of students who have been enrolled at ABC Charter School for at least three years will score proficient on the state math assessment.

Is the goal S.M.A.R.T.?

- X** Specific
- ?** Measurable
- X** Ambitious & **A**ttainable
- ✓** Relevant & **R**esults-oriented
- ✓** Time-bound

Each year, the percentage of students who exceed their previous year's performance gains on MAP will increase by 5%.

Year 1: 55%

Year 2: 60%

Year 3: 65%

Year 4: 70%

Year 5: 75%

Years 6-10: 80%

Is the goal S.M.A.R.T.?

- ✓ Specific
- ✓ Measurable
- ? Ambitious & Attainable
- ✓ Relevant & Results-oriented
- ✓ Time-bound

By its fifth year of operation, ABC Charter School will be ranked in the top 10% of all elementary schools in SC according to proficiency on the state ELA assessment.

Year 1: Top 50%

Year 2: Top 40%

Year 3: Top 30%

Year 4: Top 20%

Year 5: Top 10%

Years 6-10: Maintain top 10%



Formative & Summative Assessments



Identify the diagnostic, formative, and summative assessments, including state-mandated assessments

Questions to Consider:

- 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?

Formative & Summative Assessments

Describe how the school will monitor progress toward meeting its goals and what modifications will be made if necessary

Questions to Consider:

- 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?

Formative & Summative Assessments

Include an explanation of data collection, analysis, and management

Questions to Consider:

- 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?

Final Thoughts

Questions to Consider:

- How many goals do you need?
- Do your goals address state/federal accountability systems?
- Do your goals align with your school's specific mission?
- Do your goals serve the purpose of the Charter Schools Act, including closing achievement gaps?

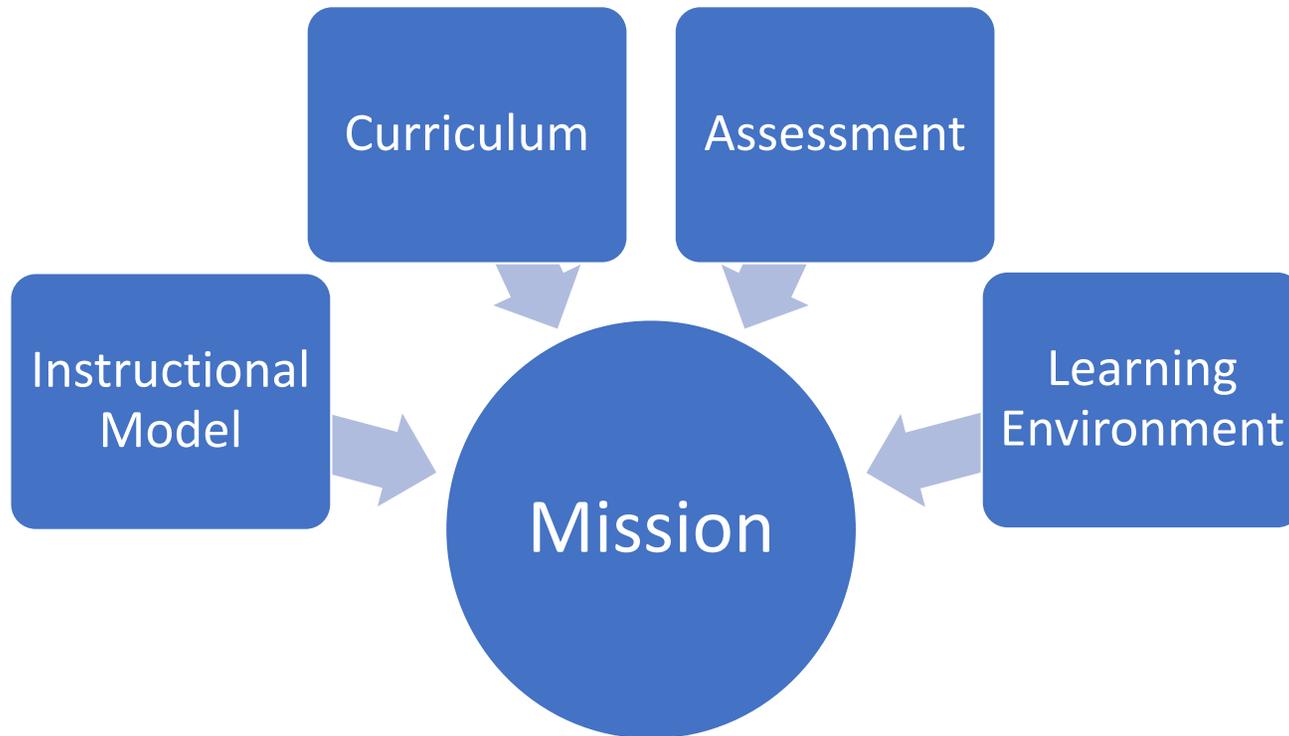


Questions?

Curriculum & Instructional Model, Goals, Objectives, and Assessment Plan

Mary Greene Thomasson
Director of State and Academic Programs
Charter Institute at Erskine

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?

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.
- Dose 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
 - 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?”

Assessment

- 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?

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

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 - 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!**
- Writing SMART goals
 - **SPECIFIC**
 - **MEASURABLE**
 - **AMBITIOUS & ATTAINABLE**
 - **REALISTIC & RESULTS ORIENTED**
 - **TIME BOUND**

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

Questions...

