

Appendices

Appendix A: Web Resources

Appendix B: Technology Plans

Appendix C: Library Plans

Appendix D: Writing SMART Goals for Colorado's Accountability System

Appendix E: Performance Management Plans

Appendix F: Professional Development Plans

NOTE:

These appendices refer to the RFP document itself and are different from the required attachments to be submitted with your grant application.

Appendix A: Web Resources

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Code of Federal Regulations, Title 34: see Education Department General Administrative Regulations (EDGAR)

<http://www.ed.gov/programs/charter/index.html>

Federal Public Charter Schools Program

<http://www.ed.gov/policy/elsec/guid/cspguidance03.pdf>

Public Charter Schools Program Non-Regulatory Guidance

<http://www1.worldbank.org/education/>

Provides information on Global Education Reform. It includes scientific research studies with data that can be used to draw conclusions about quality curricular programming.

<http://www.goodschools.gwu.edu/>

The National Clearinghouse on School Reform. Has a full library of articles that can help you begin researching quality programming for your school.

<http://www.ed.gov/index.jhtml>

The US Department of Education. Contains many links to useful statistics, research studies, and requirements for educational programming.

http://www.nga.org/center/divisions/1,1188,T_CEN_EDS,00.html

National Governors Association Site for Best Practice. Contains quality articles on various aspects of school programming including teacher quality, technology, impact of No Child Left Behind, etc.

<http://www.edreform.com/index.cfm?fuseAction=section&pSectionID=14&cSectionID=34>

The Center for Educational Reform. Contains the latest news on charter schools, policy, and legislation.

<http://www.eric.ed.gov>

Educational Resources Information Center. Sponsored nationally, it contains a clearinghouse of articles on research in education. Excellent site for finding current research on the impact of various curricular programs.

<http://www.whatworks.ed.gov/>

What Works Clearinghouse collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).

Additional research on curricular programming can be found on websites of the publishers that are selling you that programming. For instance, if you are considering adopting the science programming available at McGraw-Hill, you can search their site for information on that programs effectiveness.

Appendix B: Technology Plans

Planning for and Developing a Quality Charter School Technology Plan

District or Authorizer Name	
Address	
Contact Person	
Phone	
E-mail	
Effective Dates	

School Introduction/Demographics

Describe the charter school community in terms of size, population and concerns. This sets the tone for the plan and describes why some of the school district technology plan priorities exist.

Vision

Give a one-sentence guideline that can be used to guide all future technology development, planning and purchases. For example, the vision statement for the Bill of Rights might read like this: "All citizens' civil rights will be unlimited up to the point that they interfere with another citizen's rights." A vision statement for technology in education might read: "Technology will be integrated into the curriculum as a tool to increase student motivation and achievement."

Goals

Make a list of goals to be achieved over the next three years. Include the kinds of resources you will have and how they will be used. Be general, so as not to limit the technological options that may come available to you. Make a list of methods to fund technology purchases and training. Include goals about staff development and curriculum integration. Include partnerships and goals for community access to the technology.

I. Technology. Example: Our charter school will provide our students and faculty modern technologies that enhance learning, engage students and improve staff efficiency.

II. Curriculum. Example: Technology resources will be used to improve 4th grade reading test scores by more than 10% each year.

III. Collaboration. Example: Our charter school will seek grant funding to enable to keep the computer lab open for community learning and GED development on evenings and weekends.

IV. Staff Development. Example: Charter school staff will develop sufficient technology skills to communicate with peers, record and manage student data, and participate in staff development courses through the Internet.

V. Resources. Example: Our students will have the opportunity to take college courses via distance learning technologies.

VI. Funding. Examples: Our charter school will commit annual funding for technology from the general fund and/or capital reserve fund. Our school district will develop a bonus program for staff members who bring in grant funding.

Policies

- Student/patron policies for accessing equipment and resources. Reference existing or pending policies that determine or monitor how your technologies are to be used by your "clients." If you have no such policy, list a date by which you will have a written policy, and where the policy is located.
- Staff policies for accessing equipment and resources. This should cover the expectations of use and limits of staff with technology.
- School/library policies for providing students, staff, and community members access to resources. These policies cover after-hours or extra-curricular activities involving technology resources.

Evaluation

This technology plan will be evaluated and updated at least annually (list month) by a technology committee consisting of [list members such as principals, teachers, technology director, students, parents]. List any scheduled technology committee meeting dates.

Technology Action Plan July 1, _____ to June 30, _____

Technology Acquisition:

List the dates of acquisition and the basic purchases planned. Keep the "techie" talk to a minimum, but include essential specs to avoid poor purchasing decisions. Include budgeted amounts for each purchase. Include purchases you would make if you were to get funding that you currently do not have. For network design, refer to any network architecture you have or consultants you will use to design your infrastructure.

Examples:

1. 20 computers for the high school computer lab to be installed by **November 2012**. A maximum of \$25,000 is budgeted and computers must include no less than 64 MB RAM, Pentium III, 24X CDROM, 3 GB Hard Drives, 10/100BaseT network cards.
2. Site license for Accelerated Reader software will be purchased for the elementary school by **September 2011**. A maximum of \$35,000 is budgeted for software, installation and three days of training for staff.
3. CAD software will be purchased for the business classes if funding can be found. An estimated \$10,000 is needed for a site license for the high school industrial arts lab.
4. We will acquire a scanner, color printer and digital camera at an estimated cost of \$3,500 for the high school journalism class if funding can be found.

Technology Integration into the Curriculum:

List by bullet correlating to the acquisitions listed above how your purchase will be used and integrated into the curriculum.

Examples:

1. The new computer lab will be used primarily by high school classes and will be staffed by a full-time resource teacher. The lab will be scheduled on a daily basis for computer-based research and on a reservation basis for other classes in any open slots. Reservations will be made through the resource teacher.
2. Accelerated Reader will be implemented in grades 2 and 3 starting in the **fall, 2011**. In subsequent years, the Accelerated Reader usage will grow to include grade 1 and for remediation.
3. CAD software will be used in business, math, science and vocational courses as deemed appropriate by instructors. The software will be loaded on a central server to be accessible on the network.
4. The high school journalism class will use the scanner, color printer and digital camera to produce a monthly newsletter for all high school students. Other high school teachers can use these technologies as appropriate within their content areas.

Collaboration:

List any partners you have (BOCES, ABE programs, other schools and libraries, ACLIN, private business) and resources (people, time and/or money) they may share with you. List any partners in education you wish to have (but currently do not have) and what resources they may share with you.

Examples:

1. Our school is a member of the South Central BOCES for technology guidance and services including web site development, staff training, technology support and grant writing.
2. Our school district will seek an association with the local community college to create a seamless transition from K-12 school to the college setting.

Staff Development:

List any training projects you have planned (include dates). List seminars and conferences you plan to have staff attend and dates. List any other staff development activities and associated costs.

Examples:

1. Our computer teacher and business teacher will form a mentoring program in which all interested teachers will be paired with a learning partner for technology training. (Begin **September 2011**). There is no cost associated.
2. Our science staff will attend the BOCES mobile training seminar on basic network development to be held in Trinidad on **May 22, 2011**. There is no cost associated.
3. Five interested staff members will receive up to \$300 in travel, hotel, and registration expenses to attend the TIE conference in Snowmass in **June 2011**. A total of \$1,500 is budgeted for this staff development activity. Staff members who attend the conference will report to the entire staff in a faculty meeting in **August 2011**.
4. All second and third grade staff will receive no less than three training dates for using the Accelerated Reader software.

Resources:

Describe your Internet access and monthly costs (reference a file with your billings). List any CD-ROM resources you own, or if there are many, reference an inventory list kept in the media center for example. List software used for instruction or reference an inventory list of site licenses. Describe maintenance costs and resources (support staff).

Examples:

1. Our school district accesses the Internet via a 56K line from US West (Circuit ID: 23YBGA248745)
2. Our network has a six-drive CDRom tower with 12 site-licensed CDs for instructional use. See list in media center.
3. Our site licenses include 500 users and unlimited upgrades for MS Office 97, Adobe Print Shop, and CompuTeach.

Funding Sources:

List any grants you will apply for. List E-rate funding levels. List percentages of your general fund or capital reserve budgets allocated for technology.

Examples:

1. Our elementary school will apply for the TLCF EZ grant of \$10,000 to upgrade our computer lab from Apple IIe computers to iMacs.
2. For fiscal year 2000, our school will expend 5% of our general operating fund on technology, for a total of \$3,000.
3. For fiscal year 2000, our school expects to receive a \$7,000 donation for technology training from the "We are nice to Schools!" nonprofit organization.

That's all you really need. Every year, update the Technology Action Plan (template pages 3-5) and add it to the front or back of the existing document. That way you keep a "history" of technology planning and implementation in your district. Don't feel like this needs to be a huge document. Only use the bullets under each section that make sense. Remember that the larger your tech plan grows, the less likely you may be to use it. Something that can be posted on the wall in two or three pages will be used and is likely to be more effective. Keep the "techie" language and jargon to a minimum. This plan will meet the requirements for E-Rate certification and for most grant applications.

Appendix C: Library Plans

Planning for and Developing a Quality Charter School Library

Charter School Grants may be used to support and enhance existing school library media programs, or to supplement the development of a library media center in cases where no program currently exists in the school.

Grant funding may be used to purchase:

- Print, non-print, and electronic resources;
- Computers, software, and essential database subscriptions for use by students and staff;
- Software needed to create an automated card catalog and circulation system, or to connect with an existing system within a school district or other library consortium.
- Shelving used in connection with additional books and materials in the library media center

A library media center is more than just books and computers in a room that is visited only occasionally by the students and staff. To be truly effective, it must be integrated into the school curriculum, with goals and instructional activities that correspond with those of the classroom teacher. Several items to consider building into the development process for a quality school library program are described below.

The school staff and community should examine the existing library program, or what the staff would like to have, and prioritize what is needed. The request should address the elements that will most readily address the needs.

The Action Plan Template on page 3 provides a format for requesting funding.

Library Automation (circulation, catalog access)

Overview:

- A viable automation system can streamline access to materials and resources, enhance learning, and improve media center staff efficiency.
- The cheapest software is not always the best option, nor is the most expensive.
- Weigh the needs against the school's curricular direction, goal, and plans to decide what will work best.
- While non-automated libraries are functional, they limit the long-term knowledge of the students who are unlikely to use a card catalog in outside libraries, or create additional maintenance issues for the librarian, staff, and students.

Library Automation

Considerations:

- Price, including ongoing maintenance and subscription costs;
- Is it networkable within the building (if this is intended)?
- Will it allow the school's catalog to be accessible to others outside of the building via Internet or the Colorado Virtual Library (i.e. is it Z39.50 compatible)?
- Are MARC records available for download or by disk for updating the catalog record?
- Does it provide for internal cataloging and bar coding of the collection?
- Which vendors can meet the price and system criteria needed by the school?

Collaboration and Teaching

Overview:

- Research has shown that when teachers and media specialists cooperate in establishing common lesson objectives, plan together, and coordinate their instructional and assessment strategies student achievement improves (see: www.lrs.org for the complete report, *How School Libraries Help Kids Achieve Standards*).
- It is important that a majority of the staff buys into and supports a collaborative environment when dealing with the library media program and staff.

Collaboration and Teaching

Considerations:

- How will the school media specialist meet with the teachers to plan, develop, and teach instructional lessons aligned with the school's curriculum?
- How will information literacy guidelines be integrated with the school goals and instruction?
- How will assessment methods be incorporated into instructional activities?
- How will class schedules be structured to provide the media program staff with the ability to offer services such as:
 - Instructing students in the use of the media center?
 - Assisting teachers in locating or using resources and databases?
 - The production of graphic, electronic, and other materials?

Resources and Collection

Overview:

- Building a solid collection of materials in a variety of formats is critical to a properly functioning library media center.
- No single format can serve the students and staff with the tools to meet all needs.
 - Books are needed for pleasure reading, research, and information.
 - Electronic resources (both CD- and internet-based) are needed for research, teaching online search strategies, and information.
 - Access to databases (EBSCO, E-Library, etc.) are needed for current information and research
- All materials should support the curricular goals of the school and align with the development criteria established for the school's library.
- Regional Library Systems and the State Library are two resources that can provide assistance in collection development strategies.

Resources and Collection

Considerations:

- How will the students have access to a school media collection with a balance of print, non-print, and electronic media adequate in quality and quantity to meet the established needs of the curricular program?
- How will media and technology materials and equipment be available to staff and students throughout the school day and school year?
- How will the staff provide input for improving, utilizing, and developing the collection?
- How will the materials and resources support the curriculum and goals of the school?

School Library Development Action Plan Template

July 1, _____ to June 30, _____

School Name _____

Establishing the Vision and Goals for the School Library Media Program

Describe the school in terms of size, population and concerns. This sets the tone for the plan and describes why the priorities exist for the library media program, and how they will be addressed with the assistance of the Charter School Grants.

Vision

Provide a one-sentence statement that may be used to guide the development of the library program, planning and purchases.

Examples:

- *The mission of the ABC school library media program is to ensure that students and staff are effective users of ideas and information."*
- *The mission of the XYZ library media program is to stimulate the power of knowledge within each student by strengthening the relationship between the student and the challenges of an ever-changing world through libraries."*

Current Library Media Program

Provide a description of your existing library program. If no library facility currently exists, a statement reflecting that fact is adequate. Examples of items to consider as part of the overall description of the current program:

Materials	<ul style="list-style-type: none"> • Include an estimate of the current number and types of materials--books and other print items, technology resources (including student-used computer terminals), and non-print items (AV, CD-ROM, or other). • Describe the facility and staffing currently in place. Explain how the library is included in the school's curricula.
Policies	<p>The school should adopt and follow policies governing the operation of the library media program. These include:</p> <ul style="list-style-type: none"> • Collection development, selection, and reconsideration of materials. • Internet access by students and staff, and whether internet will be filtered, or monitored for content. • Technology and information literacy plans necessary for accreditation purposes, if applicable.
Facilities	<ul style="list-style-type: none"> • The facility may vary in size, appearance, and location in the school. • More effective designs allow space for at least two classes, with a teaching and reading area, along with adequate space for print items, circulation computers, and internet stations. • Additional areas for material preparation, storage, and workspace are desirable.
Staffing	<p>Research into the impact of school librarians on student achievement has shown that the staff has a significant role in the school library program.</p> <ul style="list-style-type: none"> • While Colorado has not established guidelines for staffing school library media programs, North Central Accreditation standards recommend .2 to .5 for schools under 600, as long as a full-time district media specialist is available for guidance, and a trained aide is also employed full time.

Goals/Objectives

List goals that the school hopes to achieve with the library program in the next three years. Include the types of library media resources you will have and how they will be used. The final goals should be refined with input from the staff, parents and students.

Examples:

- To emphasize the love of reading and learning.
- To provide students and staff with quality resources, guided access to information, and instruction in order to support the curriculum and facilitate student achievement.
- To increase access to and provide excellence in library media center resources, facilities, and services.
- To impact the instructional program for students by strengthening the teaching/learning process through staff development, curriculum integration, and information literacy.
- To build connections within the community among school library media centers, public libraries, and other information sources.
- To stimulate student, parent, school, and community partnerships.

Activities and Measures

Indicate the activities and measures that will be used to assess the intended changes in library media program resulting from the grant. *Some examples of various activities and measures:*

Activity	Measure
Purchase automation software for use by students and staff. Implement an automated circulation system for the school.	Usage of automation software used in the school library media center will increase circulation of materials by 10% by students and staff over established baseline levels.
Develop strategies and in-service training for improving collaborative instruction between the librarian and the classroom staff.	Collaboration activities between the media center staff and the teachers will increase each year. The school will provide 3 or more staff development opportunities that involve the school media center in the curriculum.
Develop a flexible visitation schedule that encourages student use of the library for reading.	The resources and instruction provided through the library media program will be used to help improve reading test scores by 10% or more each year as measured by applicable tests.
Adopt a materials selection policy, and begin building the collection according to the policy.	Policies will be developed and adopted that address all necessary aspects of the media center program within the first year.
Implement a regular evaluation schedule for the library program to determine effectiveness.	Annual evaluations of the library media program will result in satisfaction rating of good or excellent by 80% or more of the students, parents, and teachers.
Seek and employ qualified media specialists that will work toward achieving the established goals of the school's media center.	A staff of sufficient size and educational experience will be hired to serve all the stated goals of the library media program, and a schedule that meets the needs of 100% of the teaching staff will be implemented.

Appendix D: Writing SMART Goals for Colorado's Accountability System

As a key part of the contract between a charter and their authorizer, school leaders and developing groups set goals in order to mark a target for achievement of the desired outcomes in implementing a charter model. Four considerations around setting goals include:

1. Goals are written in the SMART format described below.
2. Goals represent a commitment on the part of the school to meet or exceed authorizer standards for performance areas of Colorado state accountability and align with the school mission and model.
3. The school leaders and founders set ambitious goals for student performance but shy away from setting lofty expectations that lack baseline performance data for the proposed student population to establish legitimate, meaningful goals.
4. School leaders and founders also set organizational and management goals for the school in order to address matters such as finances, facilities and other operational management; leadership, governance and personnel; attendance and retention rates; strength of community; parent satisfaction and market demand.

What are SMART goals?

SMART goals are specific, measurable, attainable/achievable, researched-based/relevant, and timely.

- *Specific:* Targeted subject area, grade level, and student population
- *Measurable:* Performance/target area must be measurable and include baseline and growth targets
- *Attainable/Achievable:* Percentage of expected change
- *Research-based and relevant:* Subject area; is the goal addressing an urgent need?
- *Timely:* Bound by a timeframe

(SMART goals information from The Leadership and Learning Center)

Goal Setting and Accountability

While it is important that charter schools have enough goals to measure progress relating to their mission, too many goals can become difficult to manage and measure. In addition, **not all goals that your school may develop for internal guidance and strategic planning are necessary for external accountability purposes.** Thus, for purposes of an external accountability plan, most schools would be wise to develop no more than ten to twelve broad goals, with the majority focusing on educational performance. Fewer goals are also acceptable. Each school, however, should use its own discretion to determine a suitable number of goals based on its individual situation and feel free to revisit and modify goals if that makes sense.

Pupil Performance Goals

Colorado State Accountability:

Colorado aims to prepare all students for postsecondary learning or to enter the workforce by the time they graduate from the K-12 system. Four performance indicators exist within the Colorado accountability system:

1. **Academic Achievement (status, i.e. levels of achievement on CSAP)**
2. **Academic Growth (Longitudinal growth measure)**
3. **Gaps in Academic Growth (subgroups of students lagging behind the general population)**
4. **Postsecondary and Workforce Readiness (high school only).**

The state has defined specific measures used in characterizing school performance in each performance indicator area. These measures include CSAP, the Colorado Growth Model, dropout rates, graduation rates, and the Colorado ACT. For each measure, the specific metrics that summarize performance include the following (see chart for examples):

1. **Academic Achievement:** % of all students performing at the proficient or advanced level on CSAP in reading, mathematics, writing and science for each grade level (3-10) in which students are assessed
2. **Academic Growth:** Median Student Growth Percentile in reading, mathematics and writing
3. **Gaps in Academic Growth:** Median Student Growth Percentile in reading, mathematics and writing for the following groups of students: free/reduced lunch eligible, minority students, students with disabilities, English language learners, students with below proficient performance.
4. **Postsecondary and Workforce Readiness:** Dropout rate, graduation rate, and average Colorado ACT composite score.

Therefore, schools should write SMART goals that reflect the above categories. For an overview of how the Colorado Department of Education evaluates school and district performance in these areas, please visit [District and School Performance Frameworks](http://www.schoolview.org/PerformanceFrameworks.asp) (www.schoolview.org/PerformanceFrameworks.asp) (these are what replaced the School Accountability Reports –SAR). For additional data on these performance indicators and other measures reported by the Colorado Department of Education, please visit [SchoolView Performance](http://www.schoolview.org/performance.asp) (www.schoolview.org/performance.asp).

Sample Pupil Performance Goals

NOTE: All goals are samples and may not reflect the thresholds or targets with respect to developing school group and the population they intend to serve. The intention here is to show a variety of examples with multiple ways to measure each goal in all categories.

ANNUAL STUDENT ACADEMIC ACHIEVEMENT GOALS

Students meet or exceed state standards for mastery in reading, writing, and math.

- 75% of students who attend for two or more years will score Proficient/Advanced on annual CSAP Reading test in 3rd grade.
- Reduce the percent of students at the unsatisfactory level by 10% each year until less than 5% of students are in the unsatisfactory range by 2014 in order to meet AYP targets.
- ___ percentage of students, scoring “Proficient” or “Advanced” on the CSAP, will meet or exceed district averages for students in comparable schools.
- 100% of students who have attended for three or more years will read and write at grade level by the end of 8th grade/10th grade as measured by (CSAP and or interim assessment that is aligned to state standards).
- All student demographic subgroups will meet the AYP targets set across all targets according to the standards established by the Elementary and Secondary Education Act during the 2012-2013 school year.

The following achievement/status goals only apply if data exists for previous school year's performance for student population:

- Pending baseline data, school will increase the number of students reaching proficiency by ___% by the end of the first school year.
- Increase the percentage of students scoring proficient or advanced in (SUBJECT) from 55% in 2010-11 to 60% in 2011-12 as measured by CSAP.
- Increase minority/special education, etc students scoring proficient or advanced in (SUBJECT) from 36% in 2010-11 to 41% in 2011-12 as measured by CSAP.
- Based on CBLA Assessments (DRA 2/PALS/DIBELS) given in September and May, on average, K-2 students will demonstrate 1.5 years of growth in reading comprehension and decoding.

Reducing "Learning Gap Goals" (Achievement/status)

- Decrease the gap in the percent proficient and advanced among students eligible for Free and Reduced Priced Lunch compared to those who are not FRL by 10% by the end of the ____ school year. The reduction in the gap is a result of increased proficiency for Reduced Priced Lunch students and not a decrease for those who are eligible.

The following goal only applies if data exists for previous school year's performance for student population:

- Decrease the gap in the percent proficient among minority students compared to non minority students from 20 percentage points in 2010-11 to 10 percentage points in 2011-12. The reduction in the gap is a result of increased proficiency for minority students and not a decrease for those who aren't minority.

LONGITUDINAL GROWTH GOALS

Students in all grade levels for reading, writing and math (no Growth Percentiles for science) will meet or exceed the growth percentiles of comparable schools (districts/state).

- _____ school will have growth percentiles comparable or higher to the state average (district/comparable schools) of 50th Percentile or typical growth. For students who are not proficient, they will grow more than one year's growth in one year's time (above 50th percentile) and students who are proficient will meet their growth percentiles to "keep up" or "move up" as measured by the Colorado Growth Model.
- Students in grades 3-5 that have been continuously enrolled for more than one academic year, will have growth percentiles between the 50th and 75th percentile, in math, reading and writing.
- Students will demonstrate at or above grade level proficiency or students will make annual growth that is sufficient for them to reach proficiency on state standards **by the time they exit our school.**
- All grades/100% of students will meet or exceed their individual growth targets as measured by NWEA'S MAP Assessment.

The following growth goals only apply if data exists for previous school year's performance for student population:

- Increase the percentage of students making high growth (above 65th percentile) in reading/math from 25% in 2010-11 to 35% in 2011-12 as measured by the Colorado Growth Model.
- Decrease the percentage of students making low growth (below 35th percentile) in reading/math from 30% in 2010-11 to 15% in 2011-12 as measured by the Colorado Growth Model.

- Increase the percentage of minority students/special ed, etc. On Track to Catch Up to Proficient in reading/math from 33% in 2010-11 to 40% in 2011-12 as measured by the Colorado Growth Model.

Reducing “Learning Gap Goals” (Growth)

- Decrease the gap in the Median Student Growth Percentile (MGP) among students eligible for Free and Reduced Priced Lunch compared to those who are not by 15 percentiles by the end of the school year, as measured by the Colorado Growth Model. The reduction as a result of larger Median Growth Percentiles for Reduced Priced Lunch students, and not a decrease MGP for those who are not eligible.

The following growth gap goal only applies if data exists for previous school year’s performance for student population:

- Decrease the gap in the Median Student Growth Percentile among minority students to non minority students by 15 percentiles in 2010-11 to 2011-12 as measured by the Colorado Growth Model. The reduction as a result of larger Median Growth Percentiles for minority students, and not a decrease MGP for non minorities.

POST SECONDARY READINESS GOALS

- 95% of continuously enrolled students (students who have been at the school XX years?) will graduate on time.
- 95% of seniors planning to attend college will apply and be accepted to 2- or 4-year colleges, or trade and technology schools by the end of 12th grade.

The following post secondary readiness goals only apply if data exists for previous school year’s performance for student population:

- Increase ACT composite score from ___in 2010-11 to ___in 2011-12. (can wait for benchmark info to put in percents or use state/district scores)
- 50 percent of 11th grade students will score above 21

Reducing Post Secondary “Learning Gap Goals”

- Increase the graduation rate of minority students by 15% by the end of the _____ school year.
- Increase the graduation rate of minority students from 75% in 2010-11 to 85% in 2011-12.

NON ACADEMIC GOALS

- _____ school will meet or exceed districts attendance rates. Each year, the school will improve its prior year’s average daily attendance rate until it reaches 95%. The average daily attendance rate of the first year of the school will serve as the baseline measure. Each year, the school’s average daily student attendance rate will meet or exceed the state’s average daily attendance rate for elementary schools.
- XX% of students will express a high level of satisfaction with the school. Each year, parents will express XX% satisfaction based on the district’s/school’s survey, which will be administered

each Spring. On the measure of overall satisfaction, students will set a baseline score in its first Spring (in the percentage of parents rating their satisfaction as an A or B) and will increase this percentage each subsequent year or at least until the rating reaches 80%.

- 100% of teachers will possess the ESEA “Highly Qualified” designation. Additionally, principal and Board president will conduct regular analyses to determine school-specific educational, financial and operational goals designed to improve overall school performance.
- XX percent of students will participate in service learning and community service opportunities for a total XX hours each school year/each semester.

CHARTING GOAL AREAS

As developing school groups think through their pupil performance goals, it is often helpful to develop a chart of the critical pieces of each goal area. Below is an example of how one over-arching goal/part of the mission may be broken down into critical components in order to form SMART goals.

Indicator represent general dimensions of academic quality or achievement	Measure general instruments or means to assess performance in each area defined by an indicator	Metric specify a quantification, calculation method or formula for a given measure	Target specific, quantifiable objectives that set expectations or define what will constitute success on particular measures within a certain period of time	Benchmark compare the performance of an organization to that of exemplars in its field or industry	Sample SMART Goal
Student Achievement (status)	State Assessment (CSAP)	% Proficient or Advanced in reading	Increase overall percent proficient or advanced by 10 percentage points annually in reading	Baseline taken in 2011-12; next taken in 2012-13.	Percentage of 9 th and 10 th grade students scoring proficient or advanced on the reading portion of the CSAP will increase by 10% points from the 2011-12 to the 2012-2013 school year.
Student Progress (growth)	Colorado Growth Model, measured by CSAP	Median Student Growth Percentile	Median growth will meet or exceed the 50 th percentile in writing on an annual basis	Median growth of the state	Based on 2011-12 COGM results, students in grades 3-5 will show 50 th percentile or higher growth on the writing portion of CSAP.

Student Progress (growth)	NWEA-MAP (taken 3 times per year)	Percent of students meeting their growth targets	75% of continuously enrolled students will meet or exceed their NWEA growth targets in math	Average percent of students meeting/exceeding NWEA's National Norms. Note: Alternative Education Campuses (AEC's) or schools serving high risk populations might consider using the AEC national norms.	During the 2011-12 school year, 100% of students in grades 6-8 will meet or exceed their NWEA growth targets in math.
Indicator	Measure	Metric	Target	Benchmark	Sample SMART Goal
Post Secondary Readiness	ACT	Percent of students to score above 21	50% of 11 th grade students will score above 21	Score predictive of admission into a Colorado State University	During the 2011-12 school year, 50% of 11 th grade students will score a 21 or better on the ACT, showing academic readiness for college.
Post Secondary Readiness	Graduation Rate	Percent of continuously enrolled students to graduate on time	Beginning in year four of operation, 95% of continuously enrolled students will graduate on time.	Comparison state and district averages for graduation rates	Over the next four years, the on-time graduation rate will increase from 80% or higher in year 1, 85% or higher in year 2, 90% or higher in year 3, up to 95% in year four.
College Admission	College Acceptance Rate	Percent of seniors planning to attend college will apply and be accepted to 2- or 4-year colleges, or trade and technology schools	95% of seniors planning to attend college will apply and be accepted to 2- or 4-year colleges, or trade and technology schools.	Baseline taken in 2011-12	Over the next four years, the number of students applying for and being accepted to post-secondary educational options will increase from 80% or higher in year 1, 85% or higher in year 2, 90% or higher in year 3, up to 95% in year four.
Gaps	State Assessment-proficiency gaps (CSAP)	Increase percent of minority students scoring proficient or advanced in (SUBJECT)	Increase the proficiency of special needs students from 36% in 2011-12 to 41% in 2012-13 as measured by CSAP.	Baseline taken in 2011-12/ state median student proficiency among minority students compared non minority students http://www.cde.state.co.us/research/GrowthData.htm	School will work to close the achievement gap for minority students in grades 3-5 from 36% proficient or advanced in 2011-12 to 41% proficient or advanced in 2012-13 as measured by the CSAP.

Gaps	State Assessment-growth gaps (COGM)	Decrease the gap in the Median Student Growth Percentile among students eligible for Free and Reduced Priced Lunch compared to those who are not	by 15 percentiles by the end of the school year	State median student growth among free and reduced lunch student compared to those that are not. Available here: http://www.cde.state.co.us/research/GrowthData.htm	School will reduce the growth gap for free and reduced lunch students compared to those that are not by 15 percentiles by the end of the 2012-2013 school year as measured by the COGM.
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Organizational and Management Goals

In addition to goals and measures for pupil performance, your accountability plan will require a few goals and measures pertaining to **Organizational and Management Performance**. Many of the general principles and steps outlined above are useful to follow in developing these indicators, though the framing question to guide this task is:

In addition to educational measures, what evidence will show that our school is an effective, well-run institution?

This will be your opportunity to demonstrate success in areas of organizational and operational performance, and areas unique to your program design, such as (but not limited to):

- Financial management and performance;
- Strength and stability of leadership, governance and personnel;
- Facilities and other operational management;
- Enrollment, attendance and retention;
- Staffing and professional development;
- Parent and community involvement; and
- Parent and student satisfaction.

Sample Organizational and Management Performance Goals

Financial management and performance:

- The school will comply with all requirements of the Public School Financial Transparency Act HB10-1036 by posting budgetary and financial documents on or before July 1, 2012, and will continue to update financials throughout the year to ensure accuracy.
- School will have an annual external audit within three months of the close of each fiscal year. The audit will be clean with no significant financial concerns.
- By year five of operation, the school will maintain a reserve of 7-10% of the budget.

Strength and stability of leadership, governance and personnel:

- 100% of school leaders will be expected to participate in weekly professional learning activities during the 2012-2013 school year.
- 90% of board members will have completed the board training modules by the beginning of the Spring semester of the 2012-2013 school year.
- 100% of board members will have been trained in Performance Management for School Boards by the end of the 2011-2012 school year.

Facilities and Operational Management:

- The school will make 100% of all lease and/or debt service payments on time and incur no late payment charges in the 2012-2013 school year.
- The school will have a current Certificate of Occupancy on file and available at all times. (A temporary COO does not meet this standard.)
- The school facility will be in full compliance with all building, fire, safety, and health requirements before students arrive for classes in year one.
- By year five of operation, the school will expend 15% or less of total per pupil funding on occupancy costs.

- Each year, occupancy costs will not exceed 5% of the approved occupancy costs budget.

Enrollment, Attendance, and Retention:

- The school will reach 97% or higher enrollment, according to projected enrollment numbers of 350 students in the 2011-2012 school year.
- The school will maintain 95% attendance during the 2012-2013 school year.
- The school will retain 95% of the enrolled students from the 2011-2012 school year to the 2012-2013 school year.

Staffing and Community Involvement:

- 90% or more of teaching staff will be considered highly qualified and be licensed by the Colorado Department of Education by the end of the 2012-2013 school year. 100% of teachers will be highly qualified.
- Teachers will receive 3 formal evaluations and 6 informal evaluations throughout the 2013-2014 school year by school leaders and other teachers and will be offered a weekly coaching sessions from the Director of Curriculum and Instruction throughout the year.
- 100% of teachers will be expected to participate in weekly professional learning activities during the 2012-2013 school year.
- The school will retain 85% of teaching staff from the 2011-12 school year to the 2012-13 school year.
- 95% of parents will participate in parent-teacher conferences by the end of the 2011-2012 school year.
- 50% of parents will volunteer quarterly to support school programs and events during the 2012-13 school year.

Parent and Student Satisfaction:

- 90% of parents will report being satisfied according to a yearly satisfaction survey that will be administered in December and May of the 2011-2012 school year.
- 85% of students will report being satisfied according to a yearly satisfaction survey that will be administered in December and May of the 2011-2012 school year.

Appendix E: Performance Management Plans

Planning for and Developing a Quality Charter School Performance Management Plan

Charter school grants may be used to implement a new performance management system, improve an existing performance management system and acquire analytical support. Grant funding may be used to purchase and implement the following:

- 1. Student Information System:** A software program that collects and stores items such as student contact and demographic information, grades and attendance into a database sitting either on a local school network or online.
- 2. Interim Benchmark Assessments/Formative Assessments:** measures other than the CSAP to look at student progress toward class/school learning goals offers advantages like utilizing a different testing cycle (i.e., fall-spring, bi monthly, etc) which then enables schools to periodically measure student performance multiple times throughout the year and receive quick results that will inform daily instructional decision making. . These assessments should be aligned to state and/or national standards.
- 3. Data Management System:** A web-based system that stores school information from disparate sources such as, student information systems, test publishers and interim benchmark assessments allow for quick student analysis of multiple indicators. A data management system links systems together. The objective of such systems is to create a single, powerful source of key student, school and organizational information that enable the translation of discrete data into actionable information, supporting sustained improvement.
- 4. Technical Support:** Includes consulting support for school performance analysis of student data and trainings.
- 5. Hardware and equipment/software upgrades** necessary to run any of these programs (may include computers, servers, network security, etc.).

Developing a Quality School Performance Management System

The effective use of data on student and school performance is crucial to charter schools given the state accountability framework that focuses on four key areas of school performance—student achievement growth, student achievement status, growth and achievement gaps, and post-secondary readiness. There are some useful tools available on the Colorado Department of Education related to school performance at www.schoolview.org . As changes are being discussed at the federal level with the reauthorization of the Elementary and Secondary Education Act, the anticipation is that similar areas of school performance will be utilized in measures of school quality. First and foremost however, is that the regular use of data to inform decision-making is a characteristic of effective schools. Data-driven decision-making is facilitated by the use of high quality performance management strategies and technologies that gather, organize, analyze, report and share information about student and school performance.

In choosing a performance management strategy, school leaders should assess their school's needs and capacities and evaluate the functionality, costs and ease of implementation of any prospective system, including those currently used by their district. The Colorado League of Charter Schools has conducted a review of performance management systems to help answer some of these questions. To view some of the commonly used assessments that charter schools in Colorado have identified and view a national searchable interactive database on assessments where you can do side-by-side comparisons visit www.coloradoleague.org, The grant request should address the factors above and describe the purposes and objectives the chosen strategy will meet, the

anticipated implementation schedule, and the anticipated training schedule. Be sure to tie any training related to performance management to the professional development plan submitted as part of this grant proposal.

Student Information System

Overview

A Student Information System (SIS) is the first step in an effective performance management strategy. A SIS is a software program that collects and stores student contact and demographic information, grades and attendance into a database sitting either on a local school network or online.

General Considerations

- What SIS is currently used by your district/authorizer and what is the cost of using it for your school? You will need to link to that system in some manner regardless of the system used in your school. You will also want to be sure you have established a process and agreement for sharing data with your district/authorizer; do you have a written arrangement for sharing data?
- What is the cost of the system including licensing, equipment, security requirements and ongoing management and training? How will upgrades be provided?
- How will necessary training for implementation and ongoing use fit with your school's professional development schedule and budget?
- Have you checked with the Colorado League of Charter Schools (www.coloradoleague.org) or other charter schools for additional resources and conducting due diligence in selecting your system?
- There are many competing SIS's at different price points, each with differing functionality and potential for expansion. Popular SIS's include Infinite Campus, PowerSchool,, RenWeb. , Administrators Plus, Teacher Ease, etc. Some schools get started by using Microsoft Access or Excel; however, this should be viewed as a short-term strategy only.

Budget Considerations

- Student Information Systems vary in what their cost structure looks like and the arrangement you have with your authorizer/district if you are using their system. However, most SIS's have one-time implementation costs incorporated into the system setup in the form of trainings and license fees. Costs are determined on an annual per student basis, on average around \$12 per student. However, this is prior to any additional district fees, and for Infinite Campus, there is a minimum required cost of \$5,000 per year. Additionally, many districts do not invoice schools but withhold a percentage of schools' PPR dollars (usually around 3-5%) to cover the cost of the SIS (considered one of the "administrative costs").

To better put the cost and the variance on how this looks different in each school and district into perspective, here are some examples. A school in Douglas County with 478 students paid \$11,003 for Infinite Campus. While one small rural school, with a student enrollment of 26 has 5% withheld out of their PPR dollars by the district annually to cover their administrative overhead in which the SIS is included as one of these administrative costs. This cost falling into the category of "administrative costs".

Generally, you will want to plan on budgeting between \$5,000-\$10,000 per year for the SIS, again depending on your size and your arrangement with the authorizer/district. Below are several examples, illustrating the cost breakdowns. Please note that professional development costs may not always be included in the cost samples below as many schools receive training through their districts; nonetheless, trainings are a necessary component of using this system effectively and should be included in your budget and calendar on an annual basis.

Sample Cost Breakdown for Student Information Systems

Illustration 1: School in Colorado Springs with 1,025 students (using IC with their authorizer) and their costs for SIS in 2009-10 school year.	
Infinite Campus Base Application:	\$4,668.00
Hosting-Small District Server:	\$2,500.00
Software Support & Updates:	\$2,334.00
Totals:	\$9,502.00

Illustration 2: School with 250 students using PowerSchool				
Description	Quantity	Unit	Unit Price	Year 1 Total
LICENSE / SUBSCRIPTION FEES				
PowerSchool Subscription+Hosting Fees	250 Students	Min. Applies		\$2,500
PowerSchool Subscription+Hosting Fees	1 Annual Fee		\$400	\$400
	Sub-Total License Fees			\$2,900
MAINTENANCE AND SUPPORT				
PowerSchool Annual Maintenance & Support	250 Students	Included		\$0
	Sub-Total Year 1 Maintenance and Support Fees			\$0
PROFESSIONAL SERVICES				
PowerSchool Implementation Services - Basic Setup	1 Fixed Rate		\$4,200	\$4,200
PowerSchool Implementation Services- School Setup	1 Fixed Rate		\$600	\$600
	Sub-Total Professional Services			\$4,800
TRAINING SERVICES				
Essential PowerSchool Product Education Annual Subscription	1 Subscription		\$2,500	\$2,500
	Sub-Total Training Services			\$2,500
TOTAL COST - ALL FEES AND SERVICES				\$10,200
ESTIMATED ON-GOING COSTS				
PowerSchool Annual Subscription + Hosting Fees (Includes SSL)	250 Min. Applies			\$2,900

Illustration 3: School with 555 students using PowerSchool				
Description	Quantity	Unit	Unit Price	Year 1 Total
LICENSE / SUBSCRIPTION FEES				
PowerSchool Perpetual License Fees	555 Students		\$18	\$9,990
Sub-Total License Fees				\$9,990
MAINTENANCE AND SUPPORT				
PowerSchool Annual Maintenance & Support	555 Students	Included		\$0
Sub-Total Year 1 Maintenance and Support Fees				\$0
PROFESSIONAL SERVICES				
PowerSchool Implementation Services - Basic Setup	1 Fixed Rate		\$4,200	\$4,200
PowerSchool Implementation Services- School Setup	1 Fixed Rate		\$600	\$600
Sub-Total Professional Services				\$4,800
TRAINING SERVICES				
Essential PowerSchool Product Education Annual Subscription	1 Subscription		\$2,500	\$2,500
Sub-Total Training Services				\$2,500
TOTAL COST - ALL FEES AND SERVICES				\$17,290
ESTIMATED ON-GOING COSTS				
PowerSchool Annual Subscription + Hosting Fees (Includes SSL)	250 Min. Applies			\$2,500

On-Going Pearson Subscription/Maintenance. & Support Fees are invoiced at then current rates & enrollment per terms of the Licensed Product Agreement. On-Going Pearson Subscription/ Maintenance. & Support Fees are invoiced on the anniversary date of the purchase. PowerSchool Premier Maintenance & Support is based on a \$2,500 minimum annual fee. PS Standard Imp. Services delivered by Pearson must be completed within 90 days of Implementation Start or additional costs may apply.

Interim Assessment

Overview

- Interim benchmark assessments enable schools to periodically measure student performance multiple times throughout the year and receive timely results using valid and reliable tests aligned with state standards, which aid schools in making data-driven decisions during the school year.
- Colorado’s growth model provides a useful dimension to CSAP data allowing schools to gather both status data (% proficient) and growth data (growth percentile). Publically available data on all schools in the state is available at www.schoolview.org. The use of an interim assessment enables longitudinal analysis of student progress using a measure other than the CSAP and on a different testing cycle (i.e., fall-spring). Common interim assessments among Colorado charters include Northwest Evaluation Association’s (NWEA) MAP Assessment, Scantron, Galileo, Acuity, Iowa Test of Basic Skills (ITBS), Stanford 10 (SAT 10), EXPLORE, etc.

General Considerations

- How will you use the results of the interim assessment to inform instructional practices?
- Is the interim assessment “computer adaptive?” That is, does the testing system adjust the difficulty of questions based on student responses?
- If the assessment is computerized, do you have the technology infrastructure to support the implementation? Do you have enough computers and adequate lab space for the testing days?
- Is the assessment aligned to Colorado standards? Other standards implemented in the school program? Does the assessment align to the proficiency categories for the CSAP?

- Are other schools in the district/charter community using the assessment? If so, have you connected with any of those folks to talk about likes/dislikes, tips, etc?
- What, if any, hardware upgrades are needed for the school to use the assessment?
- What are the costs of the system including ongoing maintenance?
- How will the necessary training fit with your school's professional development schedule and budget?
- How will training be provided- through your district, vendor, the League's Performance Management Team, CDE?

Formative/Classroom Assessments

Overview

- Formative assessments are both a process of instruction and a variety of products on which specific and frequent feedback are given.
- Formative/Classroom assessments are administered more frequently than interim assessments (daily, weekly, bi monthly, etc), can be formal and informal, and enable a grade level team to gauge levels of success and adjust their instructional efforts accordingly. Formative assessments are often teacher designed, consistent across grade levels, and match the scope and sequence of performance objectives that will appear on upcoming benchmark assessments.
- Formative assessments help educators know if, and to what degree, students are making progress toward school/class learning goals and help inform instructional decision making

General Considerations

- How does your schedule enable your teachers to meet around data?
- Are your current assessments giving useful data to teachers so they can effectively adjust instruction to improve student performance?
- Does the assessment allow your teachers to create benchmark and formative assessments?

Budget Considerations

- Interim assessment costs are generally based on an annual per student basis and often require that you administer to a certain percentage of your whole school population. Costs average between \$12.50-\$14.00 per student, depending on which subjects are tested and some other factors e.g. materials, etc). If the assessment is paper or pencil you will have to factor in the cost of materials. There is usually a one-time implementation cost, which includes implementation trainings, with interim assessments. You should plan on annual trainings thereafter.
- Many charters are using an interim assessment with their authorizer/district, while others are using independently. Generally, you will want to plan on budgeting between \$6,000-\$12,000 per year for these assessments, dependant on your size, the assessment, trainings and if you are using multiple assessments. Again to better understand the cost, here are some samples with some different assessments cost breakdowns. Please note that professional development costs always be included in the cost samples below, as schools receive training through their districts; nonetheless, trainings are a necessary component of

using this system effectively and should be included in your budget and calendar on an annual basis.

- Formative/Classroom Assessments can be informal assessments like flags, tickets out the door, clickers, thumbs up, fingers 1-5, mini assessments at the end of every class, teacher-created assessments (pre & post), or end of unit assessments.
- School calendars are one of the “cheapest” ways to improve performance for students. Giving teachers *time* to meet about data and a safe environment in which to *collaborate* about instructional strategies, is an important practice that has a strong, positive impact on student achievement.

Sample Cost Breakdowns for Interim and Formative Assessments:

Illustration 4: Interim Assessment Cost Structure-Three Different Assessments			
	NWEA’s MAP Assessment	Scantron	Galileo K-12 Online
One Time Implementation Training (Delivered by Vendor) Required: Yes/No?	\$2,700 Yes	\$2,500 Yes	\$2,700 No
Annual Per Student License Fee	Ranges \$12.50-\$15.00/Student	Ranges \$15.00-\$16.00/Student	Ranges \$8-\$9/Student
Training Series (Delivered by Vendor)	\$3,200 Each; Multiple trainings	\$2,300 Each; Multiple trainings	None; all ongoing PD is offered online at no additional cost

Illustration 5: School with 220 students using Galileo K-12 Online (2011-12)				
Description	Quantity	Unit	Unit Price	Year 1 Total
LICENSE / SUBSCRIPTION FEES				
Annual Per Student License Fees	220 Students		\$9.09	\$2,000
TRAINING SERVICES				
On-site training	1 PD		\$3,500.00	\$3,500.00
OPTIONAL SERVICES				
Optional Scanline (electronic service facilitating offline testing & online aggregation). Does not include scanner.	1 scanner		\$460	\$0
TOTAL COST - ALL FEES AND SERVICES				\$5,500
ESTIMATED ON-GOING COSTS				
Annual Per Student License Fees	220 Students		\$9.09	\$2,000

Illustration 6 First Year using NWEA’s MAP Assessment independently with 150 students (computerized assessment)	
Implementation On-site Training (one time required training):	\$2,700.00
Student License Fees 150 students*12.50 (testing <65% of whole school population; reading, math, language usage):	\$1,875.00
Totals:	\$4,575.00

Illustration 7 Second Year Using NWEA's MAP Assessment independently with 175 Students	
Stepping Stones On-site Training (all staff PD training to understand how to use data for impacting instruction):	\$3,200.00
Student License Fees 175 students*12.50 (testing <65% of whole school population; reading, math, language usage):	\$2,187.50
Totals:	\$5,387.50

Illustration 8 Using Stanford 10 independently with 500 students testing 3 times a year (paper pencil assessment)	
Shipping & Materials (answer sheets, student scantrons, etc):	\$11,278.58
*Totals:	\$11,278.58

*please notice the above costs are without any professional development built in

Data Management System

Overview

- A data management system is a relational database (typically web-based) that aggregates data from disparate sources such as student information systems, interim assessments and other electronic sources, allowing for quick student analysis of multiple indicators. Data management system links systems together. The objective of such systems is to create a single, powerful source of key student, school and organizational information that enable the translation of discrete data into actionable information, supporting sustained school improvement. It allows school staff to query the database and analyze data related to different variables (i.e., student scores on different tests, demographics, attendance, teachers) and run, share, print and save reports. Teachers can use student group data organized through the data warehouse to inform instructional strategies. The system is password protected for different kinds of users so that it maintains privacy needed for different kinds of analyses.

General Considerations

- What are your analytical needs? What questions do you want to answer? What school staff and members of the community should be able to answer them?
- How will this system create and maintain your data driven culture and engage all staff in conversations around data and ownership/participation with data?
- What are the costs of the system including ongoing maintenance?

- How will necessary training fit with your school’s professional development schedule? What trainings are offered through networks of users (the league, school districts, etc)?

Budget Considerations

- Data management systems are based on a per student basis and can offer different packages such as the ability to add in your curriculum, build lesson plans, tests, literacy plans, gifted plans, response to intervention (RtI) plans, special education plans (IEP) upload state and/or local assessments, etc. All of these packages come at different price points. Costs average between \$2.00-\$14.00 per student, depending on which components of the data management system you utilize, and if you are using through your district, independently or another consortium (ie, the league has a district license for one data management system to offer a substantial cost savings while still maintain autonomy for schools).
- Generally, you will want to plan on budgeting between \$3,500-\$6,500 per year for the data management system, again depending on your size, the functionality of the system you choose will largely impact this and trainings. Below is an example of one particular data management system used by many charter schools here in Colorado, Alpine Achievement. Please note that professional development costs are included in the cost samples below.

Sample Cost Breakdowns for Data Management Systems

Illustration 9: New school joining Alpine (1st year introductory discount) total enrollment of 377 students using under the League’s district license	
Using CSAP Premium Package + Data Warehouse + Plan Builder = \$6.60 * total enrollment K-12 (377) (Introductory Special)	\$2,488.20
Charter School Support Package/Annual License Fee	\$1000.00
Full day all staff training:	\$1,400.00
Totals:	\$4,888.20

Illustration 10: Second Year with Alpine total enrollment of 377 students using under the League’s district license	
Using CSAP Premium Package + Data Warehouse + Plan Builder = \$7.60 * total enrollment K-12 (377)	\$2,865.20
Charter School Support Package/Annual License Fee	\$1000.00
Two half day staff trainings:	\$1,400.00
Totals:	\$5,265.20

PERFORMANCE MANAGEMENT DEVELOPMENT ACTION PLAN TEMPLATE

July 1, _____ to June 30, _____

School Name _____

Establishing a Quality School Performance Management System

Charter school grants may be used to support and enhance a school's performance management system. Begin this plan by providing an overview of the school's educational program. State the school's mission and describe its target student population, educational program, enrollment size and number of teachers. Describe how your performance management strategy will help you accomplish your mission and implement your educational design. This sets the tone for the plan and describes why the priorities exist for the performance management plan, and how they will be addressed with the assistance of the Charter School Grant.

Purpose and Objectives

Provide a statement of the purpose and objectives that guide the development of the performance management system.

Example:

- The purpose of the charter school's performance management strategy is to improve student learning and achievement through effective use of a comprehensive and fully-integrated performance management system.
- The system will allow our school to store, align and share our standards, curriculum and instructional materials. By doing so we will be able to determine the extent to which our lessons cover particular standards and determine which students are or are not meeting them.
- The system will also allow us to identify which students are not progressing at rates necessary for them to reach proficiency by the time they leave our school, as measured by the CSAP and interim benchmark assessments.
- We will use the system to help evaluate the efficacy of our expenditures on professional development

Current Performance Management System

Provide a description of existing performance management systems. If no performance management systems currently exist, a statement reflecting that fact is adequate. Examples of items to consider as part of the overall description of the current program:

Student Information System	Describe current methods of collecting student data. Identify the data elements that are currently collected.
Interim Benchmark Assessment	List current assessments used, including CSAP, testing cycle of each assessment and whether it is paper-based, electronic or web-based.
Data Management System	Identify the current method of data storage. Explain how analyses are currently conducted and reports prepared.
Technical Support and Trainings	Identify the analyses you currently conduct and results that were determined. Identify any analytical services you currently purchase. List any trainings you participated in.
Hardware	List current hardware. (Include software, # of computers, servers, web licenses, networks security agreements, etc.) (Note: Visit the League's Group Purchasing page on www.coloradoleague.org for discounts.)

Implementation Objectives

List the implementation objectives that the school wants to achieve with the performance management system in the next three years. Include the components of the performance management system and how they will be used. The final goals should be developed with input from staff. Some examples follow:

- To successfully implement a plan in place and to have undergone implementation training for key school staff prior to the first day of serving students for: a student information system an interim benchmark assessment system and a data management system .
- To participate in League run professional development opportunities on performance management (including governance). To Increase student achievement among charter school students in Colorado- Increase in the average growth percentile among charter school students over time. As well as increase the percent of charter school students in the proficient or advanced categories on CSAP.
- To impact instructional decision-making aimed at closing the achievement gap between students that are and are not eligible for free or reduced price lunch, minority students, IEP students, etc.
- To successfully implement the curriculum and 100% of staff trained prior to operation.

Activities, Measures and Targets

The following table provides some sample activities that will be used to assess the intended changes in the performance management plan resulting from the grant. When thinking about your activities, use the table to help you think about ways of setting goals so you know you have reached the overall target and have reached success. For example, your goals should be a SMART (Specific, measurable, attainable, research-based/relevant, and time-phased) goal, this will help provide clarity on the steps you will make in order to reach your targets.

Goals	Measures/Tasks	Target/Evaluation
School has three critical components of a performance management system purchased <ul style="list-style-type: none"> • Student Information System • Interim Benchmark/Formative assessment • Data Management System 	Purchase or plan to purchase the three critical components (Number of systems (out of three) purchased	All 3 components will be purchased before the school opens for operation
Successful implementation of a student information system school wide	Utilization of SIS	100% of key staff will be trained prior to the first day of school as measured by attendance logs and use of system meets school's expectations by the end of the first year of operation
Successful implementation of an interim benchmark/formative assessment school wide	Utilization of interim assessments	<ul style="list-style-type: none"> • 100% of key staff will be trained prior to the first day of school as measured by attendance logs • Teachers will be using the results from the assessment to inform instruction, sharing results with students, parents, the broader community
Successful implementation of a data management system school wide	Utilization of interim assessments	<ul style="list-style-type: none"> • 100% of state assessment data is received in a timely manner and uploaded • 100% of key staff is trained and using system in year 1 of adopting data management system. • Reporting data to larger community in compliance with FERPA.

Charter School Performance Management Budget Worksheet

Use this worksheet as a guide for developing a performance management budget for the Charter School Grant Program.

Grant funding may be used to purchase:

1. **Student Information System**, a software program that collects and stores student contact and demographic information, grades and attendance into a database sitting either on a local school network or online.
2. **Interim Benchmark Assessments**, enable schools to periodically measure student performance multiple times throughout the year and receive timely results using valid and reliable tests aligned with state standards that aid schools in making data-driven decisions during the school year.
3. **Data Management System**, is a relational database (typically web-based) that aggregates data from disparate sources such as student information systems, interim assessments and other electronic sources, allowing for quick student analysis of multiple indicators.
4. **Analytical Support and Training**, consulting support for the analysis of student data, including longitudinal assessment as well as training support around the use of data. The League offers its member schools assistance in the review and preparation of important documents such as renewal applications and contracts, performance reports, performance management and data analysis expertise to help member schools systematically generate and manage information about their strengths and challenges for the purposes of evaluation, improvement, and accountability, as well as regional or customized on-site trainings in the use of data to impact instruction. In addition, schools can obtain support from consultants, their school districts, and free tools (e.g., www.schoolview.org) to assist them in analyzing data, including conducting longitudinal analyses
5. **Hardware and equipment/software upgrades** necessary to run any of these programs (May include computers, servers, network security, etc.).

Category	Grant Amount to be used	Local Match Amount (indicate cash or in kind)	Total
Licensing			
Software set-up and license fees for year one and two only (Specify software)			
Implementation and Maintenance			
Software installation			
One-time loading of data (ongoing loads may not be funded)			
Software maintenance agreement during year one and two only			

Category	Grant Amount to be used	Local Match Amount (indicate cash or in kind)	Total
Hardware/network maintenance agreement during year one and two only			
Training/Professional Development (Any professional development expenditures or activities must be linked to the professional development plan submitted with this grant application)			
Analytical Support for one-time activity (specify purpose) Note: Cannot be used for ongoing support.)			
Telecommunications/ Connectivity			
Hardware purchases/upgrades			
TOTAL REQUEST			

Checklist for the School Performance Management System Development Action Plan

Does the plan you are submitting for the Charter School Grants Program contain the following information?

- _____ Overview of Educational Program
- _____ Statement of Purpose and Objectives
- _____ Current Performance Management System
- _____ Objectives
- _____ Activities and Measures
- _____ Budget

Appendix F: Professional Development Plans

Vision for the Professional Development Plan

This should be a clear statement of your vision for your overall development program for your board, administration, staff, and teachers. It should focus on developing a broad foundation for all professionals to build on. It should relate to the overall vision of the school and should focus on building the capacity to improve student achievement.

Example: The vision of Harvard Academy's professional development plan is to provide a high quality foundation of skills and knowledge, based on a clear needs assessment, for all our professionals, and this training will be reflected in improved student achievement and classroom management.

Goals

- Should be SMART (Specific, measurable, attainable, research-based, and time-phased)
- Should be rigorous, results-based, and data driven
- Should be tied to a needs assessment of the professionals in your school
- Should focus on improving student achievement and development
- EX: By September 2011, 90% of all teachers identified will receive detailed training in our mathematics, science, and history curriculum, as provided by professionals from the National Publishing House.

Tasks

- May include workshops, seminars, study groups, research experiences, mentoring and coaching, partnerships with other teaching/leadership professionals.
- Tasks must focus on providing professionals an opportunity to learn, practice and enforce new behaviors or knowledge.
- Descriptions of your tasks should make it clear how you will reach your goals through these tasks.

Model

- Will most of your training be individualized or will you be training your professionals in groups?
- Are the activities that you are planning based on research or best-practice?
 - Has this model been used in a population similar to yours?
- Must take into consideration limited resources and time.

Outcomes/Evaluation

- How will you measure the success of your professional development plan (behavior, attitudes, knowledge)?
- Should directly measure whether or not you have met your previously identified needs.
- Should be both qualitative and quantitative (Ex: Observations that track use of new skills, professionals' self-reflection of value of new training, etc.)

Proposed format (Helps you organize your ideas)

Goal	Tasks	Evaluation

Resources

- Address opportunities to network to make use of other experts.
- Utilize appropriate District opportunities
- Do you have teachers or administration with expertise that can benefit new teachers?
- Identify the resources you will need to provide the training you propose.

How It Fits with the Rest of the Grant

- How does your plan for professional development overlap with other plans in your grant?
 - Overlap with library-Will you be purchasing resources and setting aside space in the library for professional development books?
 - Overlap with technology-Will your teachers need training on technology?
 - Overlap with networking-How will you use professional development to improve networking opportunities?
 - Does your budget clearly support your professional development plan?

Characteristics of Promising Professional Development Programs

- They focus on teachers as central to student learning yet include all other members of the school community.
- They focus on individual, collegial, and organizational improvement.
- They respect and nurture the intellectual and leadership capacities of teachers, principals, and others in the school community.
- They reflect the best available research and practice in teaching, learning, and leadership.
- They enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- They promote continuous inquiry and improvement in the daily life of schools.
- They are planned collaboratively by those who will participate in and facilitate that development.
- They require substantial time and other resources.
- They are driven by a coherent and long-term plan that includes continual needs assessment.
- They are evaluated ultimately on the basis of their impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.