

APPENDIX E: SUBGRANT GOALS GUIDANCE

Subgrant project goals need to be developed to support the planning and implementation of the proposed school under the subgrant. **Two overarching categories of subgrant project goals typically fall under this requirement: Academic Goals and Operational/Management Goals.** Academic Goals are tied directly to student performance (achievement *and* growth) and postsecondary and workforce readiness (dropout rates, matriculation and graduation rates, and anticipated graduation year). Operational/Management Goals are typically tied to financial management, leadership, and governance of the school, facilities, and/or enrollment and retention.

The CSP grant aims to provide funds and technical assistance to support the development of high-quality charter schools. Therefore, the subgrant project goals should detail how the funds will be spent to support the goals aligned to the mission and vision of the new or expanding/replicating charter school.

- Schools should have 3 - 5 subgrant project goals for academic programming, operational/management needs, and school climate and culture that align with the school's mission and vision. These goals might also include the support of technology.
- Each subgrant expenditure must fit clearly within at least one of the project goals.
- All goals need measures and metrics, within the term of the subgrant, for the proposed student population. Goals are the large outcome-driven statements, while metrics and measures are what you will do and what you will monitor to achieve the stated goal.
- At least one project goal should focus on student achievement, academic growth, and/or postsecondary and workforce readiness.
- An aligned project goal or measure is needed *if* the school seeks subgrant funds for minor facility repairs, transportation, and/or library construction.
- Organizational and management goals should be written for the school to address such matters as finances, facilities, leadership, governance, personnel, attendance and retention rates, strength of community, parent satisfaction, and market demand.
- Goals are written in the SMART format described below.

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

- *Specific*: Targeted subject area, grade level, and student population
- *Measurable*: Measurable performance/target area, including baseline and growth targets
- *Attainable*: Percentage of expected change
- *Research-based and relevant*: Subject area addressing an urgent need
- *Time-bound*: Bound by a time frame

Example: Subgrant Project SMART Goals

Goal 1 – Academic Achievement: The Charter School will develop, by the start of Year 1 implementation, a standards-aligned academic STEM model with specific supports for educationally disadvantaged students designed to build skills, so students are postsecondary and workforce ready.

- Measure 1.1: Open school with standards-aligned scope and sequence of STEM curriculum for each grade level that includes lesson plans, unit plans, and tests, with the first three months in place and the remaining curriculum in place before Thanksgiving.

- Measure 1.2: MAP assessments will be given every Fall and Spring to measure growth and achievement in Math and ELA. By the end of Year 1 of operations, 75% of students will meet or exceed individual MAP growth targets in both Math and ELA and 90% of students will meet or exceed individual MAP growth targets in both Math and ELA by the end of Year 2 of operations.

Goal 2 – Professional Development: The Charter School will develop a strong professional development plan for teachers, administrators, and board members to build a culture focused on growth and continuous improvement, ultimately ensuring successful implementation of the school's mission and vision. This plan will be constructed and shared before the first school day each year.

- Measure 2.1: Each school year, 100% of teachers with less than three years' experience will be provided ongoing mentorship by experienced teachers with more than five years' experience.
- Measure 2.2: Each school year, 90% of governing board members will visit the school to attend two classes and eat lunch with students.

Goal 3 – Engaging Learning Environment: The Charter School will establish an engaging learning environment that encourages inquiry and collaboration amongst staff and students by the end of Year 1 implementation.

- Measure 3.1: 100% of classroom furniture and equipment in place and ready for student use when school opens in the fall.
- Measure 3.2: In April of each school year, satisfaction surveys will be administered to students, parents, teachers, and community members. 80% or higher of parents, 90% or higher of students, 90% or higher of teachers, and 80% or higher of community members will report an overall level of satisfaction with the school. Students and teachers will have a 100% participation rate.
- Measure 3.3: By the end of Year 1 of operation, the school will retain marketing consulting services to develop separate marketing plans for each year's enrollment goals, including recruitment and retention.

Goal 4 – Operations: The Charter School will create systems and structures for day-to-day operations of the facility and school management to create a successful, sustainable school by the end of Year 2 implementation.

- Measure 4.1: The school will have a 90% retention rate for teachers as measured by the number of teachers returning to teach in the fall for Year 2 of operation.
- Measure 4.2: By the end of Year 1 of operation, the school will retain contracted services for legal counsel, accounting support, an IT consultant, and a website development consultant.
- Measure 4.3: By the end of Year 1 of operation, the school will retain marketing consulting services to develop separate marketing plans for each year's enrollment goals, including recruitment and retention.