

BUILDING HOPE

# IMPACT

SUMMIT & AWARDS

## THE MODEL CHARTER

The Model Charter looks like a charter school that is checking off all the boxes, doing all they can do to reach stakeholders, and meeting the educational, emotional, and physical needs of the individuals within their care. It is a school or small network of schools (less than 10 schools) whose IMPACT goes beyond its walls into the family, and community and has made long-lasting positive change in the lives of their students.

The ideal “Model Charter” school consistently achieves its educational, enrollment, and financial goals. It often has grown to other grades and other locations to effectively serve more students. Collaboration, teamwork, and the ability to be a visionary are indicators of a school with the Model Charter. These schools often view obstacles as opportunities for growth, are determined to reach their goals and will meet challenges head-on. Academically, they exceed the needs of their students and typically have waitlists for enrollment. The Model Charter finds their secret to good education and spreads the wealth, sharing it with others, teaching others, and ensuring that what works is kept as best practice.

Leaders of Model Charter schools make a practice of sharing their knowledge of best practices beyond the school walls. They institute effective mentorship and training processes in their own schools to develop the next levels of leadership. These leaders are champions for students and their school(s).

The IMPACT of the Model Charter school(s) is measured by long-term data of student happiness, success, including college and career placements. It is also measured by the school’s engagement with the external community, its success at empowering its students, and effectiveness of education, which most often requires innovation. Like actors who can also dance and sing, these schools are the “triple threats” of the charter education world.

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## **IMPACT**

Model Charter School: Students are well-rounded, self-motivated, academically successful, and apply their learned strategies outside of the classroom. The school has a positive rapport within the community, with staff, parents, and their Authorizers. The Model Charter school will often have a waitlist as they are known as “the best” in the area. They are a “triple threat” of student empowerment, community engagement and educational effectiveness or innovation.

The model/program should be far past its initial ideation phase and is in its fully realized form. They may have expanded to include additional grades or even replicated. Graduates of these programs cite this school model/program as an integral part of their success and carry their learned skills with them beyond graduation. There is long-term evidence of student success in college, career and life.

Their history of enrollment, grades, staff turnover, and parent involvement is stellar and should be looked at as a model for others.

## **PROGRAM**

The program does not have to be wholly unique but needs to be implemented with fidelity, consistency, and success. Their impact on their students and community is almost seamless as it is an integral part of who they are. Students are empowered and served as individuals.

There needs to be a strong school culture that is fully developed and easily seen throughout all they do.

Support needed for the program includes a look into their history to see their growth and stability. Testimonials of staff, parents, students, and graduates need to point to positivity and success. The program itself must be in a refined state, yet demonstrate adaptability to continue serving the needs of students in the future.

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## **LEADERSHIP**

The leader must be a stable example of the school's mission and learning process, keeping the school aligned with the successes they have had in the past. They are aware that future successes are reliant on learning from past failures and will guide their schools in being committed to what works and fixing what does not. They keep their stakeholders focused on the mission and foundation that has been successfully established.

These leaders have established a robust training program to develop talent within their school, and they share their knowledge and expertise beyond a single school's walls.

They are the leaders not only in their school, but in the community and look for opportunities to reach beyond their walls.

## **GROWTH**

These schools have moved past their initial stage of growth and have consistent enrollment. Ideally, a robust waitlist will be in place. These schools will have already expanded to other grade levels and or locations, and a clear plan for how this school plans to replicate its successful model with fidelity should be in place. The growth can be internal; deepening the educational opportunities for students or instituting a training program for staff are two internal growth markers.

Schools that have reached the stage of success do not usually have financial struggles. They may even have surplus funds which they are looking to put toward expansion. Their future should be pointed toward taking what works and making it happen all over again while staying true to their mission.

## **SUPPORT**

A Model Charter school should have no issues providing support for their school or program. They will typically have awards, grants, and nominations that are already available on their websites. Parent testimonials and online reviews should be prevalent.

Their program should have years of support that back up its effectiveness and point to it as a model for other charter schools to replicate.