GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Program
LEA Grant Application
System Cover Sheet

Please return to:	DOE Use Only	DOE Use Only:
Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1759 Twin Towers East Atlanta, GA 30334	Date and Time Received:	Received By:
Name of Applicant: _Morgan County Board of Education_		**Project Number:** (DOE Assigned)
Total Grant Request: _$1,500,000.00_	**System Contact Information:**	
	Name: _Ralph M. Bennett, Jr, Ed.D._	**Position:** _Superintendent_
Number of schools in system: _4_ **applying:** _2_ _+ preschool_	**Phone:** 706-752-4600	**Fax:** 706-752-4601
Congressional District: _10_	**Email:** _ralph.bennett@morgan.k12.ga.us_	

Sub-grant Status

_____Large District (45,000 or more students)

_____Mid-Sized District (10,000 to 44,999 students)

_X_ Small District (0-9,999 students)

Check the **one** category that best describes your official fiscal agency:

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:	DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: *Morgan County Primary Charter School*		Total Grant Request: *$500,000.00*
System: Morgan County Charter School System	School Contact Information: Name: *Betsy T. Short*	Position: *Principal*
Number of Students	Phone Number: *706-342-3475*	Fax Number: *706-342-9184*
804	Email Address: *betsy.short@morgan.k12.ga.us*	
Number of Teachers		
62		
Free/Reduced *54%* Lunch %		
Principal's Name: *Dr. Betsy Short*	Other Reform Efforts in School:	
	Principal's Signature: Dr. Betsy Short	

LEA Narrative

Mission - The mission of the Morgan County Charter School System is to ensure that all students will be successful in their learning and personal development through a system characterized by a challenging, personalized education program encompassing advanced technology; extensive community and parental involvement; quality resources; an exemplary staff; and a safe and caring environment. The overarching goals of the charter school system are: increasing the instructional and curricular rigor of the learning provided to students; increasing and utilizing opportunities for virtual learning to more effectively optimize the school system's technology resources: and utilizing flexibility of instructional delivery and funding to personalize learning for individual and groups of students.

Current Priorities

Common Core Georgia Performance Standards - Morgan County instructional staff members are embracing a state-led effort to establish a single set of clear educational standards for English-Language Arts and mathematics. The standards have been informed by the best available evidence and the highest standards across the country and globe and designed by a diverse group of stakeholders, so they reflect both our aspirations for children and the realities of the classroom. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce. The Common Core Georgia performance Standards provide a consistent framework to prepare students for success in college and the 21st century workplace. A Literacy and Math Leadership Team has been developed to guide the implementation of the Common Core Georgia performance Standards in Morgan County Charter School System. Representatives from each school consisting of grades Kindergarten through twelfth grades make up both teams. By implementing the Common Core Georgia Performance Standards, Morgan County students will benefit from rigorous knowledge and skills needed to succeed in college and careers; expect consistency with curriculum across all states; and

acquire relevant content and application of knowledge through high-order thinking skills. Morgan

County educators will share a clear, focused expectation of curriculum when working with parents and

students.

Balanced Scorecard – Morgan County School Leaders collaborated with internal and external

stakeholders to develop and monitor a Balanced Scorecard for each school and the system. School level

Balanced Scorecards begin with alignment to the system mission and vision for translation into a

comprehensive set of goals and performance measures. The Balanced Scorecard ensures that the

school and system strategies are updated and highly visible. This transparency expands communication

within the school system and to external stakeholders.

School Culture and Climate Initiative - As a charter system, Morgan County has already begun the

process to meet the overarching goals of our charter. Surveys are currently being sent to each

stakeholder (parents, students, teachers, and community) in so that the system's strengths can be built

upon while the need for improvements can be identified and goals established. The results of these

surveys will be used as the foundation for our new Strategic Plan, which we will begin in January 2012.

International Baccalaureate World Schools - Morgan County Charter School System is considering

implementation of the International Baccalaureate Programme at Morgan County Primary, Elementary

and Middle School.   With this expansion the Morgan County Charter System would be the only school

system in the state to have all schools authorized as International Baccalaureate World Schools.

Working on the Work - Morgan County Charter School System is implementing Working on the Work to

better engage students in their learning.   Working on the Work is a framework of ten lesson qualities

based on the research on student engagement. This framework provides the protocols for teachers and

building administrators to more effectively plan for student learning and to more effectively analyze

student learning in light of the plan.

Differentiated Instruction - Morgan County Charter School System is implementing Differentiated

Instruction, a working framework to provide the structure for individualized instruction.   Using

differentiated instruction allows Morgan County teachers to deliver instructional strategies that

maximize each student's growth by recognizing that students have different ways of learning, different

interests, and different ways of responding Teachers vary learning activities and materials by difficulty

as a way of challenging students at different readiness levels, topics, and interests.

Assessment Consortium - Selected teachers from Morgan County Primary, Morgan County Elementary

and Morgan County Middle Schools have participated as members in the Northeast Georgia Regional

Educational Services Agency (NEGA RESA) Assessment Consortium. The goals of the institute were to

help teachers:

- Become committed to meeting key quality standards in classroom assessments.

- Understand the relationship between classroom assessment and standardized tests.

- Learn to use assessment to inform instructional decisions and motivate students to strive for excellence.

- Understand how examining student work can inform both assessment and instructional decisions.

- Apply standards of sound grading and reporting practices to students, administrators, parents and the school community regarding student achievement.

- Determine school-based needs and develop an action plan for implementation or enhancement of standards-based reporting.

School Readiness Initiative - The purpose of the initiative is to ensure all children living in Morgan County will be ready to enter kindergarten and be successful. The initiative brings together all of the individuals who are involved in the preparation of children for school: children, parents, preschools, social service agencies, and the school system. Through their joint efforts a variety of activities, events, and services will be developed to support families and children during their preschool years

Management Structure - Morgan County Charter School System operates a traditional school system management structure with staff administering the policies and procedures approved by an elected school board. Morgan County has a history of effective working relationships between the elected school board and the administrative staff.   The School System is structured to provide site-based management through the creation of the School Governance Councils. Each School Governance Council has the responsibility for and decision-making authority including: developing local school actions consistent with BOE policies, goals, objectives and budgets; approving recommendations for hiring instructional staff; and endorsing and monitoring the school improvement goals and the school balanced scorecard.

Past Instructional Initiatives - Several of the current initiatives-were started within the last several years and continue to be important to the Morgan County Charter School System: differentiated instruction, the assessment consortium, and *Working on the Work*. Morgan County has had an active Instructional Leadership Council (ILC) comprised of central office administrators and school-level instructional leaders for over ten years. This group meets weekly to identify, initiate, and fine-tune instructional priorities as they relate to system goals. Past (some continue to be on-going) instructional initiatives steered by this group include choosing a universal screener for reading, understanding and applying the *Response to Intervention* process, utilizing progress monitoring, unpacking the Georgia Performance Standards, developing personalized individualized student portfolios (still in progress), closing the achievement gap

between subgroups, preparing for the increasing numbers of EL students, sharing the philosophy and setting up co-taught special education classes, monitoring and improving attendance at each school, decreasing the drop-out rate/improving the graduation rate, aligning professional learning with system goals, increasing parent engagement, and enhancing technology as it relates to improved student outcomes.

Literacy Curriculum - Since the introduction of Georgia Performance Standards, Morgan County Schools have used the State standards as the curricular base for instruction within each school. Faculty and staff have spent many hours unpacking each of the standards to determine the expectations for teaching and learning. Teachers have applied the standards using a variety of instructional practices to ensure the individual success of students in meeting expectations. All lessons are aligned to the standards and have been used to develop benchmarks. The schools have also increased the amount of time devoted to literacy instruction, both within the school day and after-school. This has been accomplished through the flexibility granted each school as a charter school.

Literacy Assessments - The Morgan County Charter System engages in a rigorous assessment of students. The assessment system includes the use of national, state, and local measures. Assessment instruments include criterion-referenced tests (CRCT, EOCT, GHSGT), and limited performance based measures (GKIDS, writing Assessments, DRA). In addition, schools are expanding their literacy assessment with the effective utilization of formative and summative measures of student learning. The Morgan County School System and its schools work to build capacity in faculty and staff to be effective in two uses of assessment: assessment *for* student learning provides information to guide instruction; and assessment *of* student learning provides data for monitoring student progress. Teachers and district curriculum staff members have developed benchmark tests to monitor and target instruction to both the individual student's needs and his/her class needs. Students identified as not meeting building

or system standards are considered for placement on the system's Pyramid of Interventions.   Universal

screeners in reading and math are utilized to identify students who may need further assessment.

Teachers continuous analyze data to determine strengths and weaknesses of their students to plan

engaging instruction.

Need for a Striving Reader Project - Morgan County Charter School System has been extremely

successful in the development of instructional and curricular initiatives which have moved our system

closer to being one of the best rural school systems in the nation. These efforts have been spearheaded

by a talented group of administrators, teachers and staff at each school site. Morgan County has given

each site the freedom, responsibility and support needed to make the growth, evidenced by CRCT

results, a reality. Within this structure, the system has not provided as much coordination of programs

between school sites. The project as designed through a cooperative effort between the Primary and

Elementary will begin the process of bridging the gap between the instructional and assessment

programs of the two school building. This effort, supported by the grant funding, will provide for more

successful school to school to system alignment. In addition, the school system has had a cooperative,

working relationship with the local preschool providers, especially, with programs serving

prekindergarten students. However, in recognition of the fact that much of a child's brain development

is completed by the time of school entry, it is imperative that the all children have the opportunity to

develop the needed pre-literacy skills. With a system in place for children to have their individual needs

met from birth to fifth grade, there is no doubt that the percentage of children who exceed will grow

significantly over the course of the activities described in this application.

Eligibility of Schools and Centers

	% F/R	AYP Status	Subtest	N DNM CRCT Grade 3	% DNM CRCT	N DNM CRCT	% DNM CRCT

					Grade 3	Grade 5	Grade 5
Morgan County Elementary School	55.5%	Met Distinguished	Reading	3	1%	3	1%
MCES			English Language Arts	3	1%	3	1%

	% F/R	AYP Status	Subtest	N DNM CRCT Grade 8	% DNM CRCT Grade 8
Morgan County Middle School	49%	Met Distinguished	Reading	0	0%
MCMS			English Language Arts	3	3%

	% F/R	AYP Status	Graduation Rate
Morgan County High School	40%	Did not meet Needs Improvement	84%

LEA Process for Selecting Schools that Would Successfully Implement a Striving Readers Project -

Morgan County Charter School System has a single track feeder system of schools starting with a primary school (grades PK-2); elementary school (grades 3-5); middle school (grades 6-8); and a high school (grades 9-12). The primary and elementary were chosen due to their interest in developing a more aligned instructional approach between the two school sites. The leadership of each school is concerned with the successful transition of students from one site to the other. After this process of joint cooperation and training has been established at the two elementary sites, the project will seek to expand to build the same type of successful transitions from elementary to middle school and to high school.

Experience of the Applicant

PROJECT TITLE	FUNDED AMOUNT	FISCAL YEAR	AUDIT ?	AUDIT RESULTS
4-8 STATEWIDE AFTERSCHOOL PROGRAM	$16,464.19	2005	YES	No Findings
CHARTER SCHOOLS-STATE PLANNING GRANT	$28,508.00	2005	YES	No Findings
K-3 STATEWIDE READING PROGRAM	$31,636.46	2005	YES	No Findings
MENTOR TEACHER STATE GRANT	$3,117.96	2005	YES	No Findings
Next Generation Schools-Private Funds	$17,190.00	2005	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$22,951.00	2005	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$24,319.00	2005	YES	No Findings
Title IV-A2, Community Service Grants (CFDA # 84.184)	$45,200.00	2005	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$14,127.00	2005	YES	No Findings
School Improvement - Secondary Redesign Project	$25,000.00	2006	YES	No Findings
Statewide K-8 Reading and Mathematics Program	$47,330.98	2006	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$11,478.00	2006	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$21,117.00	2006	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$9,866.00	2006	YES	No Findings
Virtual Schools State Grant	$650.00	2006	YES	No Findings
CHARTER SCHOOLS- FEDERAL-	$308,798.00	2007	YES	No Findings

IMPLEMENTATION GRANT (CFDA # 84.282)				
High School Graduation Coach	$40,075.00	2007	YES	No Findings
Middle School Math Remediation and Intervention Grant	$1,854.00	2007	YES	No Findings
Statewide K-8 Reading and Mathematics Program	$42,062.97	2007	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$26.00	2007	YES	No Findings
Title III-A, Immigrant (CFDA# 84.365)	$1,303.00	2007	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$11,746.00	2007	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$4,814.00	2007	YES	No Findings
High School Graduation Coach	$61,146.00	2008	YES	No Findings
Middle School Graduation Coach	$42,096.00	2008	YES	No Findings
Middle School Math Remediation and Intervention Grant	$2,465.00	2008	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$4,722.00	2008	YES	No Findings
High School Graduation Coach	$100,705.00	2009	YES	No Findings
Middle School Graduation Coach	$40,053.00	2009	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$9,715.00	2009	YES	No Findings
CHARTER SCHOOLS- FEDERAL- IMPLEMENTATION GRANT (CFDA # 84.282)	$200,000.00	2010	YES	No Findings
Title III-A, Immigrant (CFDA# 84.365)	$4,658.00	2010	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools	$13,728.00	2010	YES	No Findings

and Communities (CFDA # 84.186)				
Education Job Fund	$678,442.00	2011	NO	Not Available
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$175.00	2011	NO	Not Available
Title III-A, Limited English Proficient (LEP) (CFDA# 84.365)	$11,043.00	2011	NO	Not Available
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$6,898.00	2011	NO	Not Available

Description of Funded Initiatives - Morgan County Charter School System has received several grants over the last five years which have been used to support the professional development of school staff efforts to meet the individual needs of all students. Most of the Federal grants received, other than Title I and Title II, have been small in quantity and will only be enhanced if SRLC funding is received.

Description of Non-Funded Initiatives - The current priorities, listed in the narrative section, are funded through a combination of sources using local, state, and Federal funds. Morgan County Charter School System has had to be efficient in the management of funds in order to achieve the stated goals of the Charter. Most of the initiatives listed have been managed through the normal funding streams of the school and the creative use of time management to arrange for professional learning and program development. A current initiative, such as the Common Core Standards, will be accomplished through the use of after-school meetings, in-school planning time and release time for out-of-county meetings. The other current initiatives are all completed through this same type of careful utilization of resources.

Capacity to coordinate resources in the past - Morgan County Charter School System has a long history of successfully managing new instructional initiatives. Through the use of Federal, state and local funding the system has been effective in providing the support needed by teachers to implement standards-based classrooms. Fund utilization has never resulted in any audit findings which states

clearly our commitment to manage funds in an efficient and responsible manner. Morgan County students have made significant gains in their CRCT results over the last several years, which is evidence of the implementation of initiatives. Morgan County Charter Schools also has an extensive history of focusing our efforts on a limited number of initiatives over an adequate time period to ensure fidelity of implementation. This history will be applied to the implementation of the projects outlined in this sub-grant application

Sustainability of initiatives - Morgan County Charter School System has limited resources to support our efforts so focusing that effort is critical. In the past, the system has been careful in identifying which initiatives were important for our students. The school system operates within a supportive community which has been willing in the past to provide in-kind services which support the individual needs of our students. With the careful choosing of initiatives, combined with community and system resources, Morgan County Charter School System has been able to maintain the changes initiated in the past.

Resources

Align use of Federal and State funds

	Title I Funds	Title II Funds
LEA – Total	$750,354.00	$113,618.00
LEA	$12,504.00	$9,485.00
Morgan County Primary School	$392,607.00	$10,730.00
Morgan County Elementary	$345,243.00	$63,190.00
Morgan County Middle School	0	$11,155.00
Morgan County High School	0	$19,058.00

LEA Use of Title I Resources

Salary – clerical assistance	$5,000.00

Set-aside – parent involvement	$2,052.00
Periodicals & print material – parents	$5,452.00

LEA Use of Title II Resources

Registrations – professional learning – administrative staff	$2,499.00
Travel – professional learning – administrative staff	$5,844.00
FICA for substitute teachers – release teachers for professional learning	$1,142.00

Title I and Title II Resources at Each School

Title I Resources

Morgan County Primary School

4 teachers core academics	$171,487.00
3 paraprofessionals core academics	$55,122.00
Tutors afterschool program	$61,945.00
Benefits	$74,965.00
4 PreK teachers – 20 day supplemental program	$22,185.00
4 PreK paraprofessionals – 20 day supplemental program	$6,903.00

Morgan County Elementary School

5 teachers - core academics	$208,012.00
Tutors afterschool program	$59,823.00
Benefits	$77,408.00

Title II Resources

Morgan County Primary School

Substitutes to release teachers for professional learning	$3,400.00
Travel funds – professional learning	$3,665.00
Registration fees – professional learning	$3,665.00

Morgan County Elementary School

Teacher – class-size reduction	$40,750.00
Benefits for class-size reduction teacher	$15,174.00
Travel costs – professional learning	$3,633.00
Registration fees – professional learning	$3,633.00

Morgan County Middle School

Substitutes to release teachers for professional learning	$3,535.00
Travel funds – professional learning	$3,810.00
Registration fees – professional learning	$3,810.00

Morgan County High School

Substitutes to release teachers for professional learning	$6,390.00
Travel funds – professional learning	$6,701.00
Registration fees – professional learning	$4,967.00
Fees and materials – professional learning	$1,000.00

Alignment Plan with SRCL - The limited additional funding, as listed above, is targeted toward the primary goal of the school system which is to support the individual learning of all students. SRCL will enhance that effort by supplementing training and materials used for meeting those individual student needs.

Potential Value Added with Striving Reader Fund - As stated in the school plans Morgan County Charter School System will accomplish the goals and objectives identified. The Striving Reader Fund will shorten the time span necessary for these projects and subsequent improvement in student learning to occur sooner.

Management Plan and Key Personnel

Responsibility	Individual Responsible	Supervisor
Purchasing	Erin Peters, Purchasing Clerk	Pam McWilliams, Finance Director
Site-Level Coordinators	Wayne Myers Betsy Short Jean Triplett	Birth to Five Component Morgan County Primary School Morgan County Elementary School
Professional Learning Coordinator	Debra White, Assistant Superintendent for Teaching and Learning	Ralph Bennett, Superintendent
Technology Coordinator	Jay Cawley, Technology Director	Ralph Bennett, Superintendent

Assessment Coordinator	Debra White, Assistant Superintendent for Teaching and Learning	Ralph Bennett, Superintendent

All of the management team listed above with work together to develop an implementation plan related to the goals and objectives of the project. The system will also contract for a grants manager (one day per week) to coordinate the activities of this management as related to the grant.

Sustainability Plan

Plan for sharing lessons within the LEA - Morgan County Charter School System has a single system of feeder schools with primary school (K-2); elementary (3-5); middle school (6-8); and high school (9-12). All faculty and staff will be involved with the implementation of the sub-grant activities. The implementation of the grant will allow for an improved working relationship between school sites to share lessons learned. The sites will work together to identify and determine the adjustments which are required for school to school to system alignment, leading to improved achievement for all students.

Plan for extending assessment practices beyond the funding period - Each school site has an Assessment Consortium team which is responsible for the coordination of assessment data procedures. The Assessment Consortium teams will continue to be a part of the instructional management system at each school. These individuals will provide leadership and training, as needed, for updating returning staff and new members of the staff. The Assessment Consortium teams are a long-term commitment by each of the schools and the school system to increase the effective use of data for instructional interventions. The School Readiness Initiative is also a continuing commitment of the Morgan County Charter School System to provide support in the effective use of assessment in preschool programs.

Plan for extending professional learning practices beyond the funding period - Morgan County Charter School System has a history of operating an individualized approach to professional development.

Professional development is specifically targeted to the goals and objectives of each school in terms of

individual teacher capacity for implementation of those goals and objectives. The professional learning

activities developed as part of this sub-grant will be continued through the use of teacher-leaders. The

system has a history of using teacher-leaders (i.e., Assessment Consortium) to support teachers whether

in a cluster of teachers, a grade-level, or school-wide. The teacher-leaders will be identified throughout

the process of the professional learning activities to receive additional support and training for assuming

the role of teacher-leader.   The school system also has a history of teacher mentoring which is designed

to support new staff in the application of current instructional programs.

Sustainability of technology - Morgan County Charter School System has an integrated technology

system coordinated by a technology staff which consists of a coordinator, a technician, and a trainer.

This group provides continuous support to the schools from training to repair of equipment. Any

technology included in this sub-grant is also part of the system's technology plan, which gives it the

support of the school system. The primary focus of technology requests is to further the training of staff

on currently used software or new application devices for the software. Morgan County educators

seamlessly integrate the use of computer and technology related equipment to provide a learning

environment not possible without the use of state of the art tools and resources. Teachers manage

computer use in differentiated, small, and whole group instruction for the integration of interactive

technologies into standard instructional practice. Up-to-date software and hardware will allow teachers

to maximize instruction and students to maximize learning.

Budget Summary

Budget requests are focused on supporting professional learning, expanding technology, and literacy

support material development. Each of these areas is focused on developing a school to school to

system alignment from birth through fifth grade and expansion and enhancement of our current

personalized learning system. The alignment begins with preschools being aligned with strategies to

achieve successful transition to kindergarten; alignment of instructional practices between the Primary

and Elementary School; and expansion of teacher interventions (including the use of technology) to

meet the instructional needs of all children from birth.

LEA Narrative

Mission - The mission of the Morgan County Charter School System is to ensure that all

students will be successful in their learning and personal development through a system

characterized by a challenging, personalized education program encompassing advanced

technology; extensive community and parental involvement; quality resources; an exemplary

staff; and a safe and caring environment. The overarching goals of the charter school system are:

increasing the instructional and curricular rigor of the learning provided to students; increasing

and utilizing opportunities for virtual learning to more effectively optimize the school system's

technology resources: and utilizing flexibility of instructional delivery and funding to personalize

learning for individual and groups of students.

Current Priorities

Common Core Georgia Performance Standards - Morgan County instructional staff members

are embracing a state-led effort to establish a single set of clear educational standards for

English-Language Arts and mathematics. The standards have been informed by the best

available evidence and the highest standards across the country and globe and designed by a

diverse group of stakeholders, so they reflect both our aspirations for children and the realities of

the classroom. These standards are designed to ensure that students graduating from high school

are prepared to go to college or enter the workforce. The Common Core Georgia performance

Standards provide a consistent framework to prepare students for success in college and the 21st

century workplace. A Literacy and Math Leadership Team has been developed to guide the implementation of the Common Core Georgia performance Standards in Morgan County Charter School System. Representatives from each school consisting of grades Kindergarten through twelfth grades make up both teams. By implementing the Common Core Georgia Performance Standards, Morgan County students will benefit from rigorous knowledge and skills needed to succeed in college and careers; expect consistency with curriculum across all states; and acquire relevant content and application of knowledge through high-order thinking skills. Morgan County educators will share a clear, focused expectation of curriculum when working with parents and students.

Balanced Scorecard – Morgan County School Leaders collaborated with internal and external stakeholders to develop and monitor a Balanced Scorecard for each school and the system. School level Balanced Scorecards begin with alignment to the system mission and vision for translation into a comprehensive set of goals and performance measures. The Balanced Scorecard ensures that the school and system strategies are updated and highly visible. This transparency expands communication within the school system and to external stakeholders.

School Culture and Climate Initiative - As a charter system, Morgan County has already begun the process to meet the overarching goals of our charter. Surveys are currently being sent to each stakeholder (parents, students, teachers, and community) in so that the system's strengths can be built upon while the need for improvements can be identified and goals established. The results of these surveys will be used as the foundation for our new Strategic Plan, which we will begin in January 2012.

International Baccalaureate World Schools - Morgan County Charter School System is considering implementation of the International Baccalaureate Programme at Morgan County Primary, Elementary and Middle School.   With this expansion the Morgan County Charter System would be the only school system in the state to have all schools authorized as International Baccalaureate World Schools.

Working on the Work - Morgan County Charter School System is implementing Working on the Work to better engage students in their learning.   Working on the Work is a framework of ten lesson qualities based on the research on student engagement. This framework provides the protocols for teachers and building administrators to more effectively plan for student learning and to more effectively analyze student learning in light of the plan.

 Differentiated Instruction - Morgan County Charter School System is implementing Differentiated Instruction, a working framework to provide the structure for individualized instruction.   Using differentiated instruction allows Morgan County teachers to deliver instructional strategies that maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding. Teachers vary learning activities and materials by difficulty as a way of challenging students at different readiness levels, topics, and interests.

Assessment Consortium - Selected teachers from Morgan County Primary, Morgan County Elementary and Morgan County Middle Schools have participated as members in the Northeast Georgia Regional Educational Services Agency (NEGA RESA) Assessment Consortium. The goals of the institute were to help teachers:

- Become committed to meeting key quality standards in classroom assessments.

- Understand the relationship between classroom assessment and standardized tests.

- Learn to use assessment to inform instructional decisions and motivate students to strive for excellence.

- Understand how examining student work can inform both assessment and instructional decisions.

- Apply standards of sound grading and reporting practices to students, administrators, parents and the school community regarding student achievement.

- Determine school-based needs and develop an action plan for implementation or enhancement of standards-based reporting.

School Readiness Initiative - The purpose of the initiative is to ensure all children living in Morgan County will be ready to enter kindergarten and be successful. The initiative brings together all of the individuals who are involved in the preparation of children for school: children, parents, preschools, social service agencies, and the school system. Through their joint efforts a variety of activities, events, and services will be developed to support families and children during their preschool years

Management Structure - Morgan County Charter School System operates a traditional school system management structure with staff administering the policies and procedures approved by an elected school board. Morgan County has a history of effective working relationships between the elected school board and the administrative staff.   The School System is structured to provide site-based management through the creation of the School Governance Councils. Each School Governance Council has the responsibility for and decision-making authority including: developing local school actions consistent with BOE policies, goals, objectives and

budgets; approving recommendations for hiring instructional staff; and endorsing and monitoring the school improvement goals and the school balanced scorecard.

Past Instructional Initiatives - Several of the current initiatives-were started within the last several years and continue to be important to the Morgan County Charter School System: differentiated instruction, the assessment consortium, and *Working on the Work*. Morgan County has had an active Instructional Leadership Council (ILC) comprised of central office administrators and school-level instructional leaders for over ten years. This group meets weekly to identify, initiate, and fine-tune instructional priorities as they relate to system goals. Past (some continue to be on-going) instructional initiatives steered by this group include choosing a universal screener for reading, understanding and applying the *Response to Intervention* process, utilizing progress monitoring, unpacking the Georgia Performance Standards, developing personalized individualized student portfolios (still in progress), closing the achievement gap between subgroups, preparing for the increasing numbers of EL students, sharing the philosophy and setting up co-taught special education classes, monitoring and improving attendance at each school, decreasing the drop-out rate/improving the graduation rate, aligning professional learning with system goals, increasing parent engagement, and enhancing technology as it relates to improved student outcomes.

Literacy Curriculum - Since the introduction of Georgia Performance Standards, Morgan County Schools have used the State standards as the curricular base for instruction within each school. Faculty and staff have spent many hours unpacking each of the standards to determine the expectations for teaching and learning. Teachers have applied the standards using a variety of instructional practices to ensure the individual success of students in meeting expectations. All lessons are aligned to the standards and have been used to develop benchmarks. The schools

have also increased the amount of time devoted to literacy instruction, both within the school day

and after-school. This has been accomplished through the flexibility granted each school as a

charter school.

Literacy Assessments - The Morgan County Charter System engages in a rigorous assessment

of students. The assessment system includes the use of national, state, and local measures.

Assessment instruments include criterion-referenced tests (CRCT, EOCT, GHSGT), and limited

performance based measures (GKIDS, writing Assessments, DRA). In addition, schools are

expanding their literacy assessment with the effective utilization of formative and summative

measures of student learning. The Morgan County School System and its schools work to build

capacity in faculty and staff to be effective in two uses of assessment: assessment *for* student

learning provides information to guide instruction; and assessment *of* student learning provides

data for monitoring student progress. Teachers and district curriculum staff members have

developed benchmark tests to monitor and target instruction to both the individual student's

needs and his/her class needs. Students identified as not meeting building or system standards

are considered for placement on the system's Pyramid of Interventions.   Universal screeners in

reading and math are utilized to identify students who may need further assessment. Teachers

continuous analyze data to determine strengths and weaknesses of their students to plan engaging

instruction.

Need for a Striving Reader Project - Morgan County Charter School System has been

extremely successful in the development of instructional and curricular initiatives which have

moved our system closer to being one of the best rural school systems in the nation. These

efforts have been spearheaded by a talented group of administrators, teachers and staff at each

school site. Morgan County has given each site the freedom, responsibility and support needed

to make the growth, evidenced by CRCT results, a reality. Within this structure, the system has not provided as much coordination of programs between school sites. The project as designed through a cooperative effort between the Primary and Elementary will begin the process of bridging the gap between the instructional and assessment programs of the two school building. This effort, supported by the grant funding, will provide for more successful school to school to system alignment. In addition, the school system has had a cooperative, working relationship with the local preschool providers, especially, with programs serving prekindergarten students. However, in recognition of the fact that much of a child's brain development is completed by the time of school entry, it is imperative that the all children have the opportunity to develop the needed pre-literacy skills. With a system in place for children to have their individual needs met from birth to fifth grade, there is no doubt that the percentage of children who exceed will grow significantly over the course of the activities described in this application.

Eligibility of Schools and Centers

	% F/R	AYP Status	Subtest	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5
Morgan County Elementary School	55.5%	Met Distinguished	Reading	3	1%	3	1%
MCES			English Language Arts	3	1%	3	1%

	% F/R	AYP Status	Subtest	N DNM CRCT Grade 8	% DNM CRCT Grade 8	
Morgan County Middle School	49%	Met Distinguished	Reading	0	0%	
MCMS			English	3	3%	

	% F/R	AYP Status	Language Arts		
			Graduation Rate		
Morgan County High School	40%	Did not meet Needs Improvement	84%		

LEA Process for Selecting Schools that Would Successfully Implement a Striving Readers

Project - Morgan County Charter School System has a single track feeder system of schools

starting with a primary school (grades PK-2); elementary school (grades 3-5); middle school

(grades 6-8); and a high school (grades 9-12). The primary and elementary were chosen due to

their interest in developing a more aligned instructional approach between the two school sites.

The leadership of each school is concerned with the successful transition of students from one

site to the other. After this process of joint cooperation and training has been established at the

two elementary sites, the project will seek to expand to build the same type of successful

transitions from elementary to middle school and to high school.

Experience of the Applicant

PROJECT TITLE	FUNDED AMOUNT	FISCAL YEAR	AUDIT ?	AUDIT RESULTS
4-8 STATEWIDE AFTERSCHOOL PROGRAM	$16,464.19	2005	YES	No Findings
CHARTER SCHOOLS-STATE PLANNING GRANT	$28,508.00	2005	YES	No Findings
K-3 STATEWIDE READING PROGRAM	$31,636.46	2005	YES	No Findings
MENTOR TEACHER STATE GRANT	$3,117.96	2005	YES	No Findings
Next Generation Schools-Private Funds	$17,190.00	2005	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$22,951.00	2005	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$24,319.00	2005	YES	No Findings

Title IV-A2, Community Service Grants (CFDA # 84.184)	$45,200.00	2005	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$14,127.00	2005	YES	No Findings
School Improvement - Secondary Redesign Project	$25,000.00	2006	YES	No Findings
Statewide K-8 Reading and Mathematics Program	$47,330.98	2006	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$11,478.00	2006	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$21,117.00	2006	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$9,866.00	2006	YES	No Findings
Virtual Schools State Grant	$650.00	2006	YES	No Findings
CHARTER SCHOOLS- FEDERAL- IMPLEMENTATION GRANT (CFDA # 84.282)	$308,798.00	2007	YES	No Findings
High School Graduation Coach	$40,075.00	2007	YES	No Findings
Middle School Math Remediation and Intervention Grant	$1,854.00	2007	YES	No Findings
Statewide K-8 Reading and Mathematics Program	$42,062.97	2007	YES	No Findings
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$26.00	2007	YES	No Findings
Title III-A, Immigrant (CFDA# 84.365)	$1,303.00	2007	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$11,746.00	2007	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$4,814.00	2007	YES	No Findings
High School Graduation Coach	$61,146.00	2008	YES	No Findings
Middle School Graduation Coach	$42,096.00	2008	YES	No Findings
Middle School Math Remediation and Intervention Grant	$2,465.00	2008	YES	No Findings
Title V-A, Innovative Programs (CFDA# 84.298)	$4,722.00	2008	YES	No Findings
High School Graduation Coach	$100,705.00	2009	YES	No Findings
Middle School Graduation Coach	$40,053.00	2009	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA #	$9,715.00	2009	YES	No Findings

84.186)				
CHARTER SCHOOLS- FEDERAL-IMPLEMENTATION GRANT (CFDA # 84.282)	$200,000.00	2010	YES	No Findings
Title III-A, Immigrant (CFDA# 84.365)	$4,658.00	2010	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$13,728.00	2010	YES	No Findings
Education Job Fund	$678,442.00	2011	NO	Not Available
Title II-D, Enhancing Educ Through Tech - Ed Tech Formula Grant (CFDA# 84.318)	$175.00	2011	NO	Not Available
Title III-A, Limited English Proficient (LEP) (CFDA# 84.365)	$11,043.00	2011	NO	Not Available
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA # 84.186)	$6,898.00	2011	NO	Not Available

Description of Funded Initiatives - Morgan County Charter School System has received

several grants over the last five years which have been used to support the professional

development of school staff efforts to meet the individual needs of all students. Most of the

Federal grants received, other than Title I and Title II, have been small in quantity and will only

be enhanced if SRLC funding is received.

Description of Non-Funded Initiatives - The current priorities, listed in the narrative section,

are funded through a combination of sources using local, state, and Federal funds. Morgan

County Charter School System has had to be efficient in the management of funds in order to

achieve the stated goals of the Charter. Most of the initiatives listed have been managed through

the normal funding streams of the school and the creative use of time management to arrange for

professional learning and program development. A current initiative, such as the Common Core

Standards, will be accomplished through the use of after-school meetings, in-school planning

time and release time for out-of-county meetings. The other current initiatives are all completed through this same type of careful utilization of resources.

Capacity to coordinate resources in the past - Morgan County Charter School System has a long history of successfully managing new instructional initiatives. Through the use of Federal, state and local funding the system has been effective in providing the support needed by teachers to implement standards-based classrooms. Fund utilization has never resulted in any audit findings which states clearly our commitment to manage funds in an efficient and responsible manner. Morgan County students have made significant gains in their CRCT results over the last several years, which is evidence of the implementation of initiatives.   Morgan County Charter Schools also has an extensive history of focusing our efforts on a limited number of initiatives over an adequate time period to ensure fidelity of implementation. This history will be applied to the implementation of the projects outlined in this sub-grant application

Sustainability of initiatives - Morgan County Charter School System has limited resources to support our efforts so focusing that effort is critical. In the past, the system has been careful in identifying which initiatives were important for our students. The school system operates within a supportive community which has been willing in the past to provide in-kind services which support the individual needs of our students. With the careful choosing of initiatives, combined with community and system resources, Morgan County Charter School System has been able to maintain the changes initiated in the past.

Resources

Align use of Federal and State funds

	Title I Funds	Title II Funds
LEA – Total	$750,354.00	$113,618.00

LEA	$12,504.00	$9,485.00
Morgan County Primary School	$392,607.00	$10,730.00
Morgan County Elementary	$345,243.00	$63,190.00
Morgan County Middle School	0	$11,155.00
Morgan County High School	0	$19,058.00

LEA Use of Title I Resources

Salary – clerical assistance	$5,000.00
Set-aside – parent involvement	$2,052.00
Periodicals & print material – parents	$5,452.00

LEA Use of Title II Resources

Registrations – professional learning – administrative staff	$2,499.00
Travel – professional learning – administrative staff	$5,844.00
FICA for substitute teachers – release teachers for professional learning	$1,142.00

Title I and Title II Resources at Each School

Title I Resources

Morgan County Primary School

4 teachers core academics	$171,487.00
3 paraprofessionals core academics	$55,122.00
Tutors afterschool program	$61,945.00
Benefits	$74,965.00
4 PreK teachers – 20 day supplemental program	$22,185.00
4 PreK paraprofessionals – 20 day supplemental program	$6,903.00

Morgan County Elementary School

5 teachers - core academics	$208,012.00
Tutors afterschool program	$59,823.00
Benefits	$77,408.00

Title II Resources

Morgan County Primary School

Substitutes to release teachers for professional learning	$3,400.00
Travel funds – professional learning	$3,665.00
Registration fees – professional learning	$3,665.00

Morgan County Elementary School

Teacher – class-size reduction	$40,750.00
Benefits for class-size reduction teacher	$15,174.00
Travel costs – professional learning	$3,633.00
Registration fees – professional learning	$3,633.00

Morgan County Middle School

Substitutes to release teachers for professional learning	$3,535.00
Travel funds – professional learning	$3,810.00
Registration fees – professional learning	$3,810.00

Morgan County High School

Substitutes to release teachers for professional learning	$6,390.00
Travel funds – professional learning	$6,701.00
Registration fees – professional learning	$4,967.00
Fees and materials – professional learning	$1,000.00

Alignment Plan with SRCL - The limited additional funding, as listed above, is targeted toward the primary goal of the school system which is to support the individual learning of all students. SRCL will enhance that effort by supplementing training and materials used for meeting those individual student needs.

Potential Value Added with Striving Reader Fund - As stated in the school plans Morgan County Charter School System will accomplish the goals and objectives identified. The Striving Reader Fund will shorten the time span necessary for these projects and subsequent improvement in student learning to occur sooner.

Management Plan and Key Personnel

Responsibility	Individual Responsible	Supervisor
Purchasing	Erin Peters, Purchasing Clerk	Pam McWilliams, Finance Director

Site-Level Coordinators	Wayne Myers Betsy Short Jean Triplett	Birth to Five Component Morgan County Primary School Morgan County Elementary School
Professional Learning Coordinator	Debra White, Assistant Superintendent for Teaching and Learning	Ralph Bennett, Superintendent
Technology Coordinator	Jay Cawley, Technology Director	Ralph Bennett, Superintendent
Assessment Coordinator	Debra White, Assistant Superintendent for Teaching and Learning	Ralph Bennett, Superintendent

All of the management team listed above with work together to develop an implementation plan related to the goals and objectives of the project. The system will also contract for a grants manager (one day per week) to coordinate the activities of this management as related to the grant.

Sustainability Plan

Plan for sharing lessons within the LEA - Morgan County Charter School System has a single system of feeder schools with primary school (K-2); elementary (3-5); middle school (6-8); and high school (9-12). All faculty and staff will be involved with the implementation of the sub-grant activities. The implementation of the grant will allow for an improved working relationship between school sites to share lessons learned. The sites will work together to identify and determine the adjustments which are required for school to school to system alignment, leading to improved achievement for all students.

Plan for extending assessment practices beyond the funding period - Each school site has an Assessment Consortium team which is responsible for the coordination of assessment data procedures. The Assessment Consortium teams will continue to be a part of the instructional

management system at each school. These individuals will provide leadership and training, as needed, for updating returning staff and new members of the staff. The Assessment Consortium teams are a long-term commitment by each of the schools and the school system to increase the effective use of data for instructional interventions. The School Readiness Initiative is also a continuing commitment of the Morgan County Charter School System to provide support in the effective use of assessment in preschool programs.

Plan for extending professional learning practices beyond the funding period - Morgan County Charter School System has a history of operating an individualized approach to professional development. Professional development is specifically targeted to the goals and objectives of each school in terms of individual teacher capacity for implementation of those goals and objectives. The professional learning activities developed as part of this sub-grant will be continued through the use of teacher-leaders. The system has a history of using teacher-leaders (i.e., Assessment Consortium) to support teachers whether in a cluster of teachers, a grade-level, or school-wide. The teacher-leaders will be identified throughout the process of the professional learning activities to receive additional support and training for assuming the role of teacher-leader.   The school system also has a history of teacher mentoring which is designed to support new staff in the application of current instructional programs.

Sustainability of technology - Morgan County Charter School System has an integrated technology system coordinated by a technology staff which consists of a coordinator, a technician, and a trainer.   This group provides continuous support to the schools from training to repair of equipment. Any technology included in this sub-grant is also part of the system's technology plan, which gives it the support of the school system. The primary focus of technology requests is to further the training of staff on currently used software or new

application devices for the software. Morgan County educators seamlessly integrate the use of

computer and technology related equipment to provide a learning environment not possible

without the use of state of the art tools and resources. Teachers manage computer use in

differentiated, small, and whole group instruction for the integration of interactive technologies

into standard instructional practice. Up-to-date software and hardware will allow teachers to

maximize instruction and students to maximize learning.

<div align="center">Budget Summary</div>

Budget requests are focused on supporting professional learning, expanding technology, and

literacy support material development. Each of these areas is focused on developing a school to

school to system alignment from birth through fifth grade and expansion and enhancement of our

current personalized learning system. The alignment begins with preschools being aligned with

strategies to achieve successful transition to kindergarten; alignment of instructional practices

between the Primary and Elementary School; and expansion of teacher interventions (including

the use of technology) to meet the instructional needs of all children from birth.

<div align="center">**School/Center Application**</div>

<u>Morgan County Primary Charter School (MCPCS) History</u> - MCPCS is a community of

learners providing a harmonious atmosphere for students as faculty/staff establish the foundation

necessary to begin the journey of a life-long learner, challenging all children to reach their

individual learning potential. MCPCS students, faculty/staff & parents are unified in their efforts

to provide a safe, caring learning environment.

MCPCS embraced Differentiated Instruction as a framework for providing personalized instruction, resulting in a more rigorous curriculum based on the GPS. Small, flexible skills groups for students within clusters of 3 to 5 classrooms are provided before, during, & after school. MCPCS seeks to develop & implement innovative practices & programs to benefit students while also addressing assessment needs; creating new, & continuously revising grading practices as standards-based grading evolves.

Our mission, as a community of learners, is to provide a safe, orderly environment, & is to support & challenge students as they begin to develop individual academic & social potential while promoting the legislative intent to "increase student achievement through academic and organizational innovation" (O.C.G.A. § 20-2-2061) through invitational learning & through the organization of instructional time to maximize the personalization of instruction according to academic progress data.

Our school mission is fulfilled through invitational learning, an approach to teaching & learning whereby the people, places, policies, programs, & processes of the school create an environment in which each person is encouraged to realize his/her potential intellectually, socially, physically, & psychologically. MCPCS organizes instructional time in the most efficient manner for personalization of instruction. Operation of the school day (when, where, with whom) is designed to meet specific needs of students. All students are considered general education with each student having unique instructional needs & the goal is to maintain a true collaboration of general education & support programs, such as special education, gifted, & Early Intervention Program (EIP). Our goals are to:

- utilize time efficiently & effectively,
- utilize the skills & talents of staff effectively,

- utilize assesment data for the personalization of instruction,

- make school services more accessible to parents, &

- make each student more successful in his/her learning.

MCPCS provides curriculum based on performance standards prescribed by GA DOE & will utilize established instructional programs within an organizational framework. MCPCS also provides computer-based programs designed to personalize learning experiences by individualizing instruction based on GPS objectives in Reading, ELA, & Math.

MCPCS has been operating for the last 6 years under a shared governance plan for faculty to share in instructional decisions. Our charter status provides the opportunity to maintain our professional learning community by supporting grade-level clusters of teachers who are directly responsible for the instruction for approximately 82 students. During the last several years, the clusters have gradually assumed responsibility for decisions for students within the clusters. Our charter allows clusters of teachers to:

- analyze student work and data during biweekly cluster meetings.

- explore/share instructional strategies.

- schedule students for instruction within the cluster and during extended learning time, including tutoring before, after and during school; planning for students' academic needs in EXCEL (after hours program focusing on reading, language arts, written expression, and math); and in collaboration with teachers at the Boys' and Girls' Club.

- revise instruction based on current data.

- communicate with parents. The cluster of students, teachers and parents working together will continue to achieve the personalization of instruction for students by

providing a safe, caring, and flexible environment. Continuous monitoring of student

progress will ensure on-going student improvement.

- establish a base of community mentors and volunteers to assist students with academic

  goals.

MCPCS has the following **demographics:**

Total # students	White	AA	Hispanic	2 or more races	Asian	Free/Reduced Lunch Program
804	69%	30%	.05%	.03%	.01%	54%

Number of Homerooms

PreK	Kindergarten	First Grade	Second Grade	SpEd
4	12	12	11	2

Faculty and Staff

Administrators	Teachers	Music, Art, PE, Spanish, SOL, Gifted	Part-time Counselors	Part-time Speech-Language	SpEd Teachers	Part-time Nurses	Parapros
3	53	1 each	3	2	8	2	34

76% of our faculty has 5+ years of experience w/ the majority holding advanced degrees.

Administrative and Teacher Leadership Team

Name	Grade Level or Department
Dr. Betsy Short	Principal
Dr. Stephanie Nash	Assistant Principal
Lara Still	Instructional Lead Teacher
Stephanie Bennewitz	Gifted Teacher
Joy Almand	Kindergarten Teacher
Ivey Connelly	Kindergarten Teacher
Mindy McHugh	Kindergarten Teacher
Jennifer Brown	First Grade Teacher
Debbie Lamb	Special Education First Grade Teacher
Debbie Zimmerman	First Grade Teacher
Marie Jordan	Second Grade Teacher
Ginny Kiepper	Second Grade Teacher

Laurie Ricks	Second Grade Teacher
Monica Semrad	K-2 EIP Teacher
Lisa Wilson	Media Specialist
Bobby Zimmerman	Paraprofessional

Past Instructional Initiatives	Current Instructional Initiatives	Professional Learning Needs
• Students Achieving Independent Learning (SAIL) Guided Reading Program by Dr. Janet Bergman • Daily 5 Guided Reading and Writing Approach by Gail Boushey and Joan Moser • Animated Literacy Program by Jim Stone • Thinking Maps Write from the Beginning! • Reading Discovery (based on Reading Recovery model) • At Work in the Differentiated Classroom **All initiatives listed above are still currently being used daily in instruction. Through funding with the Striving Reader project, we intend to provide extended professional development to strengthen these initiatives and ensure fidelity.**	• Common Core GA Performance Standards ELA Roll-out • 21st Century Skills •Investigation of IB Primary Years Programme	• Common Core Georgia Performance Standards ELA Roll-out – K-5 alignment • Train the Trainers for Thinking Maps *Write from the Beginning!* • Alignment of Written Expression curriculum and instruction K-5 – Wise Writing • Working on the Work (WOW) Framework • Electronic Tablets Training • Fast ForWord Computer Program by Scientific Learning Workshop • Compass Computer Program Workshop • HeadSprout Computerized Remedial Reading Program Workshop • Reading Discovery (RD) Workshop

Need for a Striving Readers Project - MCPCS strives to increase literacy achievement of

students over time while ensuring uniformity & consistency within the literacy program in our

school & to extend uniformity & consistency in the literacy program to our feeder school,

Morgan County Elementary Charter School (MCECS).   Striving Readers project provides opportunities for MCPCS & MCECS to join together to increase teacher literacy knowledge using common terms; provide high quality intervention to struggling students, & to address the needs of Response to Intervention.   The project will allow both schools to broaden & strengthen explicit skills-based instruction based on student needs. Instructional components will address areas such as phonemic awareness/alphabetic understandings; letter identification; letter/sound correspondence; interactive writing; guided & shared reading; word work; integration of meaning, structure, & visual cues; story retelling; comprehension strategy development; as well as informational & creative writing.

In addition, the project will encourage faculty/staff of both schools to investigate various groupings of students by need. Groupings may include individual tutorials, small group instruction (2 to 5 students); or by skills. Furthermore, the project will enable faculty/staff of both schools to implement common assessments, such as the Developmental Reading Assessment (DRA) in order to inform instruction & document growth year after year, providing ongoing progress monitoring information that will ease the transition from MCPCS to MCECS.

Ongoing professional development is key to the success of the Striving Readers project. The faculty/staff of MCPCS & of MCECS look forward to colleague visitations while engaged in year-long study on pertinent topics common to both schools.

As a result of the project, teachers of both schools will learn to base instruction on detailed analysis of student knowledge, thereby providing early intervention to prevent failure. Teachers will shift from a focus on student deficits to a focus on student strengths while teaching strategies to help them become independent readers & writers.

MCPCS Literacy Team

Literacy Team Structure

Name	Position
Dr. Betsy Short	Principal
Dr. Stephanie Nash	Assistant Principal
Lara Still	Instructional Lead Teacher
Agnes Jones	Kindergarten Teacher
Teddi Sue Wilson	First Grade Teacher
Lamb Eggers	Second Grade Teacher

Function of the Literacy Team - The literacy team will be responsible for leading grade-level

teams in the roll-out of the CCGPS & the implantation of our literacy plan while also

representing MCPCS as part of the system literacy team. As team members, they will lead their

respective grade levels in collaborative planning, analyzing student data to support RTI, &

implementing professional learning.

Literacy Team Schedule

November 8, 2011 NEGA RESA – 8:30-3:30	February 3, 2012 MCPCS – 1:00-3:00
November 16, 2011 MCPCS – 1:00-3:00	March 2, 2012 MCPCS – 1:00-3:00
November 17, 2011 Morgan County Literacy Team Meeting Morgan County BOE – 8:30-3:30	April 5, 2012 MCPCS – 1:00-3:00
November 18, 2011 MCPCS – 1:00-3:00	May 4, 2012 MCPCS – 1:00-3:00
November 28, 2011 MCPCS – 1:00-3:00	June 5, 2012 NEGA RESA – 8:30-3:30
November 29, 2011 NEGA RESA – 8:30-3:30	June 6-7, 2012 NEGA RESA – 8:30-3:30
January 26 NEGA RESA - 1:00-4:00	June 11, 2012 MCPCS – 10:00-12:00

Minutes:

November 8 – The literacy team spent the entire day in Monroe, Georgia with Northeast

Georgia RESA unpacking CCGPS standards in reading, Language Arts and writing.

November 17 – The system Literacy Team discussed the work they did at RESA on November

8th. The team decided as a system team they need to begin to look at vocabulary.

November 18 –The literacy team shared with the School-wide Instructional Team the work they

are doing at RESA regarding roll-out of the CCGPS.

November 28 – The literacy team spent time unpacking standards to prepare for our RESA

meeting on November 29.

<u>Literacy Team Initiatives</u>

- Common Core GA Performance Standards ELA Roll-out – K-5 alignment

- Train the Trainers for Thinking Maps *Write from the Beginning!*

- Alignment of Written Expression curriculum and instruction K-5 – Wise Writing

- Working on the Work (WOW) Framework

- Electronic Tablet Workshop

- Fast ForWord Computer Program by Scientific Learning Workshop

- HeadSprout Computerized Remedial Reading Program

- Implementation of updated Developmental Reading Assessment (DRA) Kits

- Reading Discovery Workshop for more faculty members

<u>Literacy Team Communication</u> - The MCPCS Literacy Team is currently gathering

information & preparing to lead our staff in CCGPS rollout. After attending the RESA

workshops & Morgan County School System Literacy Team meetings, the site-based literacy

team reports to MCPCS School-wide Instructional Team (SIT) during the regularly scheduled

monthly meetings to communicate progress. Because curriculum, instruction & assessment

decisions are made by SIT, the Literacy Team has the opportunity during meetings to involve

teachers in the decision-making process as they work to roll out & begin implementation process

40

of CCGPS curriculum. Secondly, the Literacy Team communicates information to all teachers

through monthly grade level team meetings. During these meetings, all teachers have the

opportunity to hear current information, ask questions & provide feedback. Any questions

and/or feedback is shared & discussed at the next literacy team meeting.

Analysis and Identification of Student and Teacher Data

Student Achievement Needs

<u>**Georgia Kindergarten Inventory of Developing Skills (GKIDS)-Summary Report**</u>

Year	Spring 2010		Spring 2011	
Content Areas Strands	**Mean # Elements Meets Exceeds**	**Mean % Elements Meets Exceeds**	**Mean # Elements Meets Exceeds**	**Mean % Elements Meets Exceeds**
English Language Arts Reading Writing Listening/Speaking/Viewing	18.4 2.0 7.8	83.9 66.0 87.5	18.8 4.4 7.9	85.5 63.5 88.2
ELA Total	**28.2**	**83.2**	**31.2**	**82.1**

<u>**Criterion-Referenced Competency Tests – CRCT – Spring 2010 – Reading GPS**</u>

Students	# of students	Mean Scale Score	% DNM	%Meets	% Exceeds
All	232	849	3	48	49
Regular Ed	210	851	2	47	51
Special Ed	22	825	18	59	23
Gender	232	849	3	48	49
Female	118	847	2	53	45
Male	114	851	5	42	53
Ethnic Group	232	849	3	48	49
Asian	2	-	-	-	-
Black	71	834	8	69	23
Hispanic	15	848	7	40	53
Am Indian	0	-	-	-	-
White	140	857	1	38	61
Multiracial	4	-	-	-	-

Criterion-Referenced Competency Tests – CRCT – Spring 2010 – Reading GPS

Domain	Number of items	Mean Correct	Percent Correct
Vocabulary	8	7.2	90%
Comprehension	32	28.0	87%

Morgan County Primary Charter School CRCT Trends 2006-2010

First Grade – All Students   **Second Grade – All Students**

% Performance Level   **% Performance Level**

Reading   **Reading**

Spring CRCT	1	2	3	2+3	GA 2+3	AMO	Spring CRCT	1	2	3	2+3	GA 2+3	AMO
2010	5	52	44	96	93	73.30	**2010**	3	48	49	97	91	73.30
2009	3	56	42	98	91	73.30	**2009**	4	45	51	96	92	73.30
2008	8	56	35	91	91	73.30	**2008**	3	57	40	97	92	73.30
2007	4	56	40	96	90	66.70	**2007**	6	40	54	94	83	66.70
2006	8	64	28	92	87	66.70	**2006**	5	48	47	95	89	66.70

Level 1-Does Not Meet Standard   Level 2-Meets Standard   Level 3-Exceeds Standard

First Grade – Subgroups   **Second Grade - Subgroups**

% Performance Level   **% Performance Level**

Reading   **Reading**

Spring CRCT	1	2	3	2+3	GA 2+3	AMO	Spring CRCT	1	2	3	2+3	GA 2+3	AMO
2010							**2010**						
AA	8	83	8	91	93	73.30	**AA**	8	69	23	92	91	73.30
H	12	82	6	88	93	73.30	**H**	7	40	53	93	91	73.30
W	3	36	62	98	93	73.30	**W**	1	38	61	99	91	73.30
M	0	60	40	100	93	73.30	**M**	-	-	-	-	-	-
SpEd	6	70	24	94	93	73.30	**SpEd**	21	52	27	79	91	73.30

2009							2009						
AA	4	75	21	96	91	73.30	AA	7	58	36	94	92	73.30
H	0	55	45	100	91	73.30	H	-	-	-	-	-	-
W	3	48	50	98	91	73.30	W	1	37	62	99	92	73.30
SpEd	17	63	21	84	91	73.30	SpEd	20	65	15	80	92	73.30
2008							2008						
AA	19	63	18	81	91	73.30	AA	8	73	20	93	97	73.30
H	-	-	-	-	-	-	H	0	80	20	100	97	73.30
W	3	52	45	97	91	73.30	W	1	47	51	98	97	73.30
SpEd	22	61	17	78	91	73.30	SpEd	12	73	15	88	97	73.30
2007							2007						
AA	8	74	18	92	83	66.70	AA	9	62	29	91	83	66.70
H	9	55	36	91	83	66.70	H	-	-	-	-	-83	-
W	2	47	52	99	83	66.70	W	5	28	67	95	83	66.70
SpEd	11	64	25	89	83	66.70	SpEd	25	36	39	75	83	66.70
2006							2006						
AA	15	77	8	85	89	66.70	AA	10	69	22	91	89	66.70
H	-	-	-	-	-	-	H	-	-	-	-	-	-
W	4	55	41	96	89	66.70	W	2	36	61	97	89	66.70
SpEd	6	70	24	94	89	66.70	SpEd	21	52	27	79	89	66.70

Level 1-Does Not Meet Standard   Level 2-Meets Standard   Level 3-Exceeds Standard
AA-African American students   H-Hispanic students   W-White students   M-Multiracial
SpEd-Special Education students

CRCT was not administered to First and Second Grade students Spring 2011. Therefore, goals were set according to local benchmark criteria. The following goals were established and spring 2011 summative assessment results are listed below:

Academic Achievement Goals and Results for 2010-2011

	Goal:	Result:
Kindergarten	94% will meet/exceed in ELA on GKIDS	82.1 % met/exceeded on GKIDS
	94% will achieve Level 3 on Report Card	54% achieved Level 3 37% of minority students achieved Level 3
	Students will achieve 70% or more on ClassWorks	88% achieve 70% or more, including minorities
First Grade	94% will achieve DRA Level 16	91% achieved DRA Level 16 93% of minority students achieved DRA Level 16 or higher

	94% will achieve Written Exp. Level 3 (proficiency) on Report Card	85% achieved Level 3 100% achieved Level 2 and Level 3 – met benchmark criteria 74% of minority students achieved Level 3
	Students will achieve 70% on ClassWorks by end of year	60% achieved 70% or more 45% of minority students achieved 70% or more
Second Grade	94% will achieve DRA Level 28	90% achieved DRA Level 28 or higher 90% of minority students achieved 70% or more
	94% will achieve Written Exp Level 3 (proficiency) on Report Card	74% achieved Level 3 100% of students achieved Level 2 and 3 – met benchmark criteria 72% of minority students achieved Level 3
	Students will achieve 70% on ClassWorks by end of year	89% achieved 70% or more 85% of minority students achieved 70% or more

MCPCS strives to assist students in improving Reading/ELA skills, including student subgroups, in grades K-2 by meeting teacher projections regarding individual student growth and/or growth & level change. CRCT was not administered to 1st & 2nd Grade students Spring 2011 & CRCT is not expected to be administered to 1st & 2nd Grade students Spring 2012. Therefore, MCPCS established goals for students based on local benchmark criteria.

Academic Achievement Goals for 2011-2012

Kindergarten:	96% of Kindergarten students will achieve Level 2 or Level 3 on fourth nine weeks report card in ELA. 38% of minority students will achieve the same goal.
	55% of Kindergarten students will achieve Level 3 (Proficient) on fourth nine weeks report card in ELA.
	96% of all Kindergarten students will meet or exceed ELA standards as reported on GKIDS School Summary Report May 2012.
First Grade:	96% of First Grade students will achieve Level 16 or higher on DRA by May 2012.
	96% of First Grade students will achieve Level 2 or Level 3 on fourth nine weeks report card in ELA. 75% of minority students will achieve the same goal.
	86% of First Grade students will achieve Level 3 (Proficient) in ELA on report card by May 2012.

Second Grade:	96% of Second Grade students will achieve Level 28 or higher on DRA by May 2012.
	96% of Second Grade students will achieve Level 2 or Level 3 on fourth nine weeks report card in ELA. 73% of minority students will achieve the same goal.
	74% of Second Grade students will achieve Level 3 (Proficient) in ELA on report card by May 2012.

Teacher Professional Learning Needs

Highly Qualified: **Years of Experience - Teachers**:

Core Academic Teachers	Administrators	Parapros	1-3 years	4-10 years	11+years	Retention rate of teachers
100%	100%	100%	8	14	44	99%

To address diverse needs of students, faculty/staff participated in a professional learning workshop, *At Work in the Differentiated Classroom Part I* July 2009- June 2010 & faculty/staff participated in *Part II* of the workshop July 2010 – June 2011. Faculty/staff are currently involved in a professional learning workshop, *21st Century Skills* throughout 2011-2012. Faculty and staff are in need of professional learning as follows:

- Working on the Work (WOW) Framework Workshop

- Thinking Maps Train the Trainers *Write from the Beginning!* Workshop

- Alignment of Writing Program K-5 Wise Writing Workshop

- Ongoing, professional learning for computer software

- Electronic Tablets Workshop

- Colleague Visitations

- Reading Discovery Workshop for more faculty members

- Common Core GA Performance Standards ELA – K-5 Alignment

- Implementation of Common Reading Assessment - Grades 1 and 2

Curriculum Needs

Beginning in 2012, MCPCS, like all GA schools, will implement CCGPS. Research indicates 80 to 90% of students should be successful with Tier 1 instruction. Firstly, MCPCS will roll out recently adopted CCGPS. Teachers must have the opportunity to become familiar with CCGPS & must have the opportunity to collaborate in grade level teams to design Tier 2 & Tier 3 intervention plans for struggling students.

Technology Needs

- Electronic Tablets for students

Needs Assessment

Needs Assessment Process - Title II-A of NCLB requires all students, including poor & minority, have equitable opportunities to receive quality instruction, teachers' instructional experience, class size, & teachers' ability to meet diverse learning needs. Title II-A provides a rubric for schools to assess the extent to which faculty/staff provide for all students as part of the annual improvement process. The Needs Assessment Rubric enables our school to identify equity needs in the areas of teacher quality, teacher experience, class size, teacher ability to teach diverse students, recruitment & retention of highly qualified teachers, as well as professional learning needs of teachers. In addition, teachers are surveyed each year to determine their most pertinent professional learning needs.

Data Sources Used in Needs Assessment Process

- Report prepared by principal

- Teacher and parent surveys

- GAPSC Equity and HiQ Reports

- GAPSC Vacancy Report

- System and school improvement plan

- System and School Balanced Scorecard Teacher, Parent and Student Focus Groups

<u>Individuals Who Participated in Needs Assessment</u>

Name	Title
Short, Betsy	Principal
Nash, Stephanie	Assistant Principal
Still, Lara	Instructional Lead Teacher
Almand, Joy	Kindergarten Teacher
Barber, Wendy	Second Grade SpEd Teacher
Bennewitz, Stephanie	Gifted Teacher
Blalock, Mary Kay	Parent
Brown, Ashley	Parent
Brown, Jennifer	First Grade Teacher
Camp, Melissa	Parent
Connelly, Ivey	Kindergarten Teacher
Dowd, Lilli	Parent
Eggers, Lamb	Second Grade Teacher
Ferrante, Meg	Parent
Greene, Chris	Business Partner
Greenfield, Emily	Parent
Jordan, Marie	Second Grade Teacher
Keener, Stephanie	Parent
Kiepper, Ginny	Second Grade Teacher
Kuperberg, Ken	Parent
Lamb, Debbie	First Grade Teacher
McHugh, Mindy	Kindergarten Teacher
Mathews, Heather	Parent
Murdoch, Kirby	Parent
Northington, Jan	Kindergarten Paraprofessional
Nunn, Sally	EIP Kindergarten Teacher
Ricks, Laurie	Second Grade Teacher
Semrad, Monica	EIP K-2 Teacher
Wilson, Lisa	Media Specialist
Wyatt, Diane	Media Paraprofessional
Zimmerman, Debbie	First Grade Teacher

Areas of Concern

In the ongoing effort to provide the best education for students, faculties of MCECS & MCPCS recognize the need to develop & maintain a coordinated, systematic approach to language & literacy development of every student (*The "What Document" #2 – There are foundational skills in literacy instruction at the K-5 grade levels from CCGPS).* Concerns emerge as a result of different strategies in place at the respective schools. While both schools understand the other's approach to language & literacy learning, there is a need to align existing methods & systems to insure optimal effectiveness (*The "What" Document - #9- There are intentional strategies for developing and maintaining engagement as students progress through school).* The goal is to establish a full understanding among stakeholders as to how each grade level is approaching achievement of objectives. Working together will provide a seamless transition between the 2 schools for every student, as well as clear, effective communication regarding each student's progress. Developing a concerted systematic approach between the 2 schools will allow for educators at 1 school to have a proficient understanding of the language & literacy programs & strategies in place at the other school. Both schools will plan & facilitate K-5 literacy program with greater efficiency & effectiveness. The coordination of all systems & strategies will provide students access to a lifetime of literacy.

Major Areas of Concern

A major concern is language & literacy development for PreK – 2nd Grade students (ages 4 to 8 years). MCPCS is concerned with aligning with MCECS to foster language & literacy development so students will develop skills for comprehension, develop an understanding of new vocabulary introduced in conversations, activities, stories & books. In addition, we are concerned with helping students develop & expand expressive language skills. Furthermore, our schools are concerned with students developing foundational skills in literacy, such as print

concepts, phonological awareness, phonics/ word recognition, & reading with sufficient accuracy & fluency to support comprehension. Our goals include providing solid foundations for students in College and Career Readiness anchor standards for reading, writing, speaking & listening, as well as language.

Another major concern is providing ongoing quality professional development for faculty/ staff that will support teachers in understanding & providing direct, explicit comprehension instruction; text-based collaborative learning; strategic tutoring; diverse texts; intensive written expression instruction; using technology, as appropriate.

Focus of Curriculum and Instructional Methods to Address Concerns - MCPCS features a curriculum designed to meet/exceed expectations set by GPS, NCLB & Morgan County School System local criteria. Engaging students in a rigorous standards-based curriculum is essential to student achievement. Through the practices of differentiated instruction, curriculum is tailored to meet individual needs of students with diverse learning styles & varying abilities. Mike Schmoker, in his book, *Focus: Elevating the Essential to Radically Improve Student Learning* (2011) emphasizes underperforming schools fail to implement 3 simple, well-known elements: a common curriculum, sound lessons, & authentic literacy. Odden (2009) & Collins (2001) agreed the key to success is *not innovation,* but *simplicity and diligence* applied to the highest priorities. Educators at MCPCS have adhered to this philosophy for the last 6 years by teaching a curriculum that follows GPS for each grade level through sound lessons. Teachers model skills & provide practice time for students throughout each lesson daily. Teachers provide authentic literacy lessons by implementing Daily 5 Approach for students to read, write, & engage in discussions. Schmoker (2011) reminded us that until these 3 elements are well implemented, new programs, technology, or any other innovation will not help students achieve at higher

levels. The programs & instructional designs we have implemented support these factors.

MCPCS curriculum based on GPS is supported by the following instructional strategies in

Reading & Language Arts:

- Animated Literacy Alphabet and Phonics

- Guided reading and writing

- SAIL (Student Achieving Independent Learning)

- Shared reading and writing

- Daily 5 reading and writing approach

- Literacy centers

- Leveled readers

- Anthologies and trade books

- Sitton Spelling and individualized spelling

- Daily oral language

- Writing workshop

- Word wall/word work

- Small, flexible skills groups

    MCPCS provides an array of extended learning opportunities to personalize instructional

program for each student. These programs are provided to accelerate learning of students

who have demonstrated slow academic progress in reading & ELA. These include:

- Language-Literacy Connection Lab (specialized K-2 EIP class using Daily 5
  Approach to literacy acquisition taught collaboratively by EIP Reading teacher and
  by Speech-Language Pathologist).

- Reading Discovery Program, a one-on-one reading instruction for 1st grade students, based on the Reading Recovery model.

- In-school tutoring

- After-school tutoring

- EXCEL, an after-hours program which provides a 6:1 student-teacher ratio and 90 minutes of instruction in reading fluency and comprehension, as well as instruction in written expression, twice per week. Students who fall below grade-level benchmark for a grading period are encouraged to attend EXCEL.

Technology, such as SmartBoards, computer lab, classroom computers & printers (6 computers & 1 printer per classroom), digital cameras, video cameras, scanners, internet, & computerized education programs are used within our programs, as appropriate.

Assessment is a key component in an effective literacy program. Formative & summative assessments are used to inform instructional decisions & to adjust instruction to meet the needs of students assessed. These types of assessments are characteristic of a standards-based classroom. Teachers will need to revise all assessments to align with CCGPS.

Routine screenings & diagnostic assessments are critical to literacy at each grade level. Presently there is a K-5 universal screener for reading fluency, but there is not a fluid protocol common to both schools on how to use the data. In addition, there is not a common assessment for reading comprehension. Implementation of a reading assessment K-5, such as DRA, would provide more uniformity in assessment of reading comprehension.

MCPCS supports professional learning communities by maintaining grade-level clusters of teachers who are directly responsible for instruction of approximately 82 students, with 3 clusters in each grade. All faculty/staff are assigned to a cluster. General education teachers

work in collaboration with special education, gifted, ESOL, & EIP teachers. Many classrooms

benefit from 2-3 staff members working within a single classroom when support is needed.

Based on current staffing patterns, each cluster has a ratio of 1 staff member to every 9 students.

Art, physical education, music, foreign language, ESOL & speech will be provided on a school-

wide level.

Each cluster of teachers, support staff & students work together to achieve

personalization of instruction for students within a safe, nurturing & flexible environment.

Teachers continuously monitor student progress. Consistency of implementation is maintained

by 3 levels of shared governance:

1. The grade-level clusters meet weekly during common extended planning time

   created by scheduling of students in activities, such as art, music, etc., at the same

   time for classes within the same cluster.

2. Grade-level teams (composed of 3 clusters in each grade level) maintain pace of

   instruction across grade-level clusters. Team meetings conducted monthly are

   used to share relevant information concerning each cluster; review issues related

   to the school's standards-based curriculum; & deliver professional learning

   activities.

3. Each cluster has a representative on School-wide Instructional Team (SIT) which

   meets monthly with administration. SIT also includes a representative from

   school-wide student services & parapros. This team provides overall direction to

   curriculum & instructional program. The team acts as the professional learning &

   media services committees.

<u>Future Curriculum and Instructional Methods Needed to Further Address Concerns</u> - In

order for MCPCS & MCECS to move forward in the process of aligning curriculum, instruction,

& assessment from Primary to Elementary School, we need to join the faculty/staff of each

school in common professional learning, such as:

- Aligning K-5 CCGPS in Reading/ELA

- Aligning written expression curriculum K-5 using Thinking Maps *Write from the
  Beginning!* In conjunction with Wise Writing Program

- Implementing latest edition of Development Reading Assessment (K-5)

- Introducing Daily 5 to MCECS and aligning Daily 5 approach (K-5)

- Introducing Working on the Work (WOW) framework to MCPCS and aligning
  WOW (K-5)

- Workshops on use of electronic tablets for reading (K-5)

- Workshops on literacy-based software for use with students; progress monitoring;
  planning, implementing, tracking interventions (K-5)

- Investigation of International Baccalaureate Program (PK-5) as part of our charter
  system initiative

Root Cause Analysis

At the end of 2010-2011, kindergarten, 1st, & 2nd grade made progress but did not meet

all Reading/ELA goals established in School Improvement Plan.   Root causes include

inconsistency of programs, minimal training in 21st Century skills, & lack of vertical alignment.

In the past, our faculty received quality training in research-based programs & best practices, but

on-going professional development is needed to maintain consistency & fidelity in established

programs.   This essential on-going professional development as well as training in 21st Century

skills has been inhibited due to limited time & money for resources.

When GPS standards were unpacked, an attempt was made to align grade levels

horizontally but little emphasis was placed on vertical alignment from kindergarten to 2nd grade

& even less kindergarten to 5th grade. The needs assessment did not uncover new information.

However, it emphasized the importance of strengthening alignment with MCECS to improve our

K-5 literacy program.

<div align="center">**Project Goals and Objectives**</div>

<u>**Goals:**</u>

1. Vertically & horizontally aligned curriculum, instruction & assessments in order to
   establish continuity from kindergarten to 5th grade.

   "What"- Clearly articulated plan for alignment vertically and horizontally. (#8)

   "Why"- Ensuring Alignment and Improving Transitions (Section 4.F)

2. Provide ongoing, quality professional learning to faculty/staff.

   *"What"- Professional learning opportunities are available to build teacher knowledge of
   key literacy components. (#7, B-4)*

   "Why"- Professional Learning (Section 7.A-B)

3. Strengthen Response to Intervention (RTI) process in order to provide high quality
   interventions to struggling students.

   *"What"- A four tiered instructional model; response to intervention for all students is in
   place. (#5)*

   "Why"- Response to Intervention (Section 6)

4. Increase use of technology to support literacy instruction.

"What" – Leverage the creative use of technology within the learning process to promote

engagement and relevance. (#9, F)

"Why"- The Role of Technology in the Classroom (Section 2.I)

5. Increase use of effective verbal & written feedback for students in order to strengthen literacy instruction.

   "What" - Ongoing assessments to inform instructional decision. (#3)
   "Why"- Purpose of Assessment (Section 5.A)

"What" & "Why" documents enabled us to determine goals & objectives. Through needs

assessment & collaborative discussions with the elementary school, we carefully considered

instructional programs & assessments we wanted in place, but also how we could improve

implementation to achieve a seamless alignment from grade to grade. These goals will be

implemented regardless of funding from grant monies. However, if we are not awarded the

grant, we will extend our implementation timeline & reprioritize goals. Our 1st goal is to align

Kindergarten- 5th grade with a long range goal of aligning birth to 12th grade to ensure students

are college & career ready upon graduation.

Scientific, Evidence-based Literacy.

Literacy Plan

Project Goal/Objective:	Who will implement?	What will be done?
Vertically and horizontally aligned curriculum, instruction and assessments in order to establish continuity from kindergarten to fifth grade.	School wide Instructional Team (SIT) Reading Teachers and Instructional Lead Teachers from MCPCS & MCECS Literacy teams from MCPCS & MCECS	1. Join MCECS to rollout the new CCGPS and work together to vertically and horizontally align the curriculum, instruction and assessments. 2. Mentor MCECS in the implementation of the Developmental Reading Assessment (DRA) to align MCPCS and MCECS in our assessment practices.

Provide ongoing, quality professional learning to faculty and staff.	School wide Instructional Team (SIT) Reading Teachers and Instructional Lead Teachers from MCPCS & MCECS Literacy teams from MCPCS & MCECS	1. Offer professional learning to faculty and staff to introduce Working on the Work (WOW) to align with MCECS instructional practices. 2. Purchase updated DRA kits and train teachers and staff in proper use. 3. Offer professional learning to faculty and staff to introduce the Wise Writing Program for use in conjunction with Thinking Maps Write from the Beginning! 4. Provide Reading Discovery Workshop for selected faculty members.
Strengthen the Response to Intervention (RTI) process in order to provide high quality interventions to struggling students.	School wide Instructional Team (SIT)	1. Provide time for teachers to collaborate in grade level teams to design Tier 2 and Tier 3 intervention plans for struggling students.
Increase use of technology to support literacy instruction.	School wide Instructional Team (SIT) MCPCS technology team	1. Purchase electronic tablets and train teachers and staff in instructional use. 2. Provide ongoing professional learning in the use of literacy-based software.
Increase use of effective verbal and written feedback for students in order to strengthen literacy instruction.	School wide Instructional Team (SIT)	1. Provide ongoing professional learning on 21st Century skills.

Morgan County Charter School System
LEA

Current School Instructional Schedule:

Time	1st Grade Pod 1	1st Grade Pod 2	1st Grade Pod 3	2nd Grade Pod 1	2nd Grade Pod 2	2nd Grade Pod 3	Kindergarten Cluster 1	Kindergarten Cluster 2	Kindergarten Cluster 2	PE, Art, Music & Spanish
8:30-8:50	R/LA	R/LA	R/LA	Math (collab)	Math (EIP)	S/SS				K
8:50-9:10						Special				
9:10-9:30										2nd
9:30-9:50										
9:50-10:10				S/SS	Special	Math (EIP)				2nd
10:10-10:30										
10:30-10:50	S/SS	Recess	Recess	Special	S/SS		Language Time			2nd
10:50-11:10	Lunch	Lunch	Lunch							
11:10-11:30				R/LA	R/LA	R/LA				Lunch And Planning
11:30-11:50	Recess	S/SS	S/SS				Lunch	Lunch	Lunch	
11:50-12:10	S/SS		Math (EIP)							
12:10-12:30		Special		Lunch	Lunch	Lunch	Language Time			1st
12:30-12:50										
12:50-1:10	Special	Math (Collab)		Recess	Recess	Recess				1st
1:10-1:30			S/SS	R/LA	R/LA	R/LA				
1:30-1:50	Math						Special	Special	Special	K
1:50-2:10										
2:10-2:30	(EIP)	S/SS	Special							1st
2:30-2:50				S/SS	S/SS	S/SS				

<u>Plan for Tiered Literacy Instruction</u> - K – 2 students receive writing instruction using Write

from the Beginning curriculum. Kindergarten students receive phonics/reading instruction using

Animated Literacy Alphabet & Phonics. Tier II students receive small group instruction in small

groups with an EIP teacher for 45 minutes per day. Lowest performing regular education

students receive Tier II instruction in the Language Literacy Connection class. Tier III students

receive all Tier I instruction as well as individual interventions with the classroom teacher.

First & 2nd grade students receive reading, writing, & ELA Tier I instruction using Sitton

Spelling, Guided Reading, Animated Literacy, Write from the Beginning, Daily 5, & Houghton-

Mifflin Spotlight on Literacy (anthologies), SAIL (Students Achieving Independent Learning), &

Thinking Maps. Tier II instruction is delivered in a regular education classroom with an EIP

teacher or EIP parapro providing additional support with a lower teacher-to-student ratio.

Lowest performing regular education students receive Tier II instruction in the Language

Literacy Connection class. Tier III students receive all Tier I instruction as well as individual

interventions with the classroom teacher. Tier IV instruction is delivered in a collaborative

setting with a regular education teacher & a special education teacher or paraprofessional.

<u>Resources for Tier I Instruction</u>

- Animated Literacy Alphabet and Phonics

- Daily 5

- Sitton Spelling and individualized spelling

- Houghton-Mifflin Spotlight on Literacy (anthologies)

- SAIL (Students Achieving Independent Learning)

- Thinking Maps

- Leveled readers

- Smart Boards and Smart Board Resources

- Fast ForWord (Technology program)

- Lexia (Technology program)

- Brain Pop & Brain Pop Jr. (Technology program)

- Classworks (Technology program)

- Classroom Computers and printers

- Internet Access

- Supplemental Animated Literacy Alphabet and Phonics Resources

- Leveled Text Readers

- Junior Great Books

- Resource/Book room

- Books (fiction, non-fiction, reference)

- Listening centers- sets with books and cassette tapes

- Newspapers

- Periodicals

- Professional learning resources

- Teacher resource books and magazines

- DVDs /video

Tiered Instruction

Tier II - Needs Based Learning	Tier III - SST Driven Learning	Tier IV - Special Education
E.I.P. - Early Intervention Program	intensive, formalized problem solving to identify individual student needs	Gifted Education (collaborative and pull-out programs)

Morning and Afternoon Tutoring	tutoring to implement interventions tailored to individual needs	Special Education (collaborative and pull-out programs)
Summer School Programs - Kindergarten readiness camp, Migrant Program, Extended school year for SE students (students with special educational needs)	frequent progress monitoring and analysis of student responses to interventions	
EXCEL afterschool program	specialists (school psychologists, intervention specialists, behavior specialists, counselors, social workers, speech-language pathologists) participate in the problem solving process	
Informal Speech Interventions		

Strategies and Materials Including Technology to Support the Literacy Plan

Materials that Support Literacy

Current Classroom Resources	Current Shared Resources	Current Library Resources	Additional Resources Needed to Ensure Student Engagement
• Effective, expert teachers • Animated Literacy Alphabet and Phonics • Daily 5 • Listening centers • Word walls • Sitton Spelling and individualized spelling • Houghton-Mifflin Spotlight on Literacy (anthologies) • SAIL (Students Achieving Independent	• Supplemental Animated Literacy Alphabet and Phonics Resources • Leveled Text Readers • Junior Great Books • Resource/Book room • X drive- shared curriculum documents, lesson plans, Smartboard	• Books (fiction, non-fiction, reference) • Listening center resources- sets with books and cassette tapes • Newspapers • Storybook Kits • Periodicals • Professional learning resources • Teacher resource books and magazines	• Additional leveled readers (including non-fiction and different genres) • Advanced leveled books and chapter book sets • Retraining/Refresher for Animated Literacy and Alphabet for newer teachers and possible expansion to 1st and 2nd grade • Electronic tablets

Learning) • Thinking Maps • Leveled readers • Smart Boards and Smart Board Resources • Fast ForWord (Technology program) • Lexia (Technology program) • Brain Pop & Brain Pop Jr. (Technology program) • Classworks (Technology program) • Classroom Computers and printers • Internet Access	activities	• DVDs /videos • Books on tape • Cassette/CD players • Digital cameras • Camcorders • Digital Document Camera	equipped with literacy applications and on-line books

<u>Activities that Support Literacy</u>

Classroom Practices:	Intervention Programs:	Additional Strategies Needed to Ensure Student Success:

• Standards are clearly posted and referenced during instruction • Use of research based, best practices • Guided reading and writing • Literacy centers • Word and vocabulary walls • Small, flexible groups • Daily 5 • Animated Literacy and Alphabet • Write From the Beginning • Thinking Maps • Fast ForWord • Collaborative classes • Ability grouping for reading and language arts classes • Individualized tutoring (before and after school) • Shared reading and writing	• Early Intervention Program (EIP) • Language Literacy Connection • Reading Discovery Program • EXCEL-After School Tutoring Program • Parent volunteers for literacy support • Fast ForWord • Classworks • ELL Push-in model for instruction • Tutors- teachers & paraprofessionals	• Ongoing professional learning and development • Increase one-on-one tutoring time • Rewards and recognition for student achievement • Continue to upgrade technology to include current and innovative hardware, as well as, programs and software • Provide reading/ELA instruction throughout the school day in all subject areas • Implement CCGPS curriculum • Provide effective oral and written feedback to students

Project Procedure and Support

Sample Kindergarten Schedule		Sample 1st Grade Schedule		Sample 2nd Grade Schedule	
7:50- 8:30	Arrival &Tutoring as needed	7:50- 8:30	Arrival & Tutoring as needed	7:50- 8:30	Arrival & Tutoring as needed
8:30-9:15	PE, Art, Music or Spanish	8:30-10:30	Reading/ELA Block (EIP , Fast ForWord, Gifted, Reading Discovery as needed)	8:30-9:45	Math
9:15-9:45	Saxon Math Calendar	10:30-11:00	Review Morning Work & Handwriting	9:45-10:00	Snack & Bathroom Break
9:45-10:15	Social Studies or	11:00-12:10	Lunch, Recess &	10:00-10:30	Social Studies or

Time	Activity
	Science
10:15-10:30	Snack & Bathroom Break
10:30-11:15	Language Groups (EIP students pulled at this time)
11:15-11:50	Animated Literacy
11:50-12:50	Lunch, Recess & Bathroom Break
12:50-1:15	Writing
1:15-2:00	Math
2:00-2:50	Naptime & tutoring as needed
2:50-3:20	Dismissal & tutoring as needed

Time	Activity
	Bathroom Break
12:10-1:30	Math
1:30-2:10	Social Studies or Science
2:10-2:50	PE, Art, Music or Spanish
2:50-3:20	Dismissal & tutoring as needed

Time	Activity
	Science
10:30-11:10	PE, Art, Music or Spanish
11:10-12:10	Reading/ELA Block-Part 1 (EIP , Fast ForWord, Gifted as needed)
12:10-12:50	Lunch & Bathroom Break
12:50-2:20	Reading/ELA Block-Part 2 (EIP , Fast ForWord, Gifted as needed)
2:20-2:50	Recess
2:50-3:20	Dismissal & tutoring as needed

Special Education students served in a collaborative setting for the entire school day.

Tuesdays and Thursdays, 3:30-5:15   EXCEL After-school tutoring program

Professional Learning Content and Strategies Identified on the Basis of Documented Needs

Topic	Hours	% of Staff Attended
Differentiated Instruction	20 hours (2 PLUs)	100%

On-going Professional Learning

- Thinking Maps Train the Trainers *Write from the Beginning!*

- 21st Century skills

- Common Core GA Performance Standards ELA K-5

- Reading Discovery

Preferred Method of Delivery

Professional learning is delivered in a variety of methods. We prefer to train appropriate staff in grade level segments or small groups with an expert leading the training. We use the train-the-trainer model & have teachers redeliver to other staff when an expert is not available. For example, we will have an expert from WOW to train our staff & will use the train-the-trainer model in our *Write from the Beginning* professional learning.

Additional Professional Learning Needs Identified through the Needs Assessment

- Working on the Work (WOW)

- Alignment of Writing Program -Wise Writing K-5

- Literacy-based software

- Training on use of electronic tablets and applications

Assessment/Data Analysis Plan

Assessment is critical to improving student achievement & through collection & analysis of assessment data, instructional priorities are established for grade levels & for individual students. Administrators & teachers rely on a variety of formative & summative assessments to measure student progress as they work to master skills & to meet goals.

Assessments include formative, summative, diagnostic, screenings, benchmark assessments & biweekly progress monitoring. Administrators & teachers use data to identify areas of strengths & weakness in mastery of skills for individuals, as well as grade level. Data allows teachers to differentiate instructional strategies to meet the needs of individuals. Assessment data allows teachers to:

- Support students as they work to meet/exceed standards.

- Understand the relationship between classroom assessment & standardized assessment.

- Use assessments to inform instructional decisions.

- Assist students in setting personal goals.

- Establish anchor work & examine/compare student work to inform both assessment&

  instructional decisions.

When assessments are used appropriately, teachers can then implement effective grading &

reporting practices regarding student achievement. MCPCS reports student achievement data to

students, parents, & the community.

MCPCS & MCECS are in agreement the greatest assessment gap is the lack of continuity

from MCPCS to MCECS. MCECS administrators, faculty and staff do not understand literacy

assessment data reported on students entering 3rd grade.

Current Assessment Protocol

Assessment	Purpose	Skills	Frequency
Georgia Kindergarten Inventory of Developmental Skills (GKIDS)	Outcome	Skills Based on Georgia Performance Standards	Three times per year (fall, winter, spring) in Kindergarten
Developmental Reading Assessment (DRA)	Screening, Progress Monitoring, Outcome	Reading Fluency and Comprehension	Four times per year (each 9 weeks grading period) in 1st & 2nd grades
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Screening, Progress Monitoring, Outcome	Letter Naming, Initial Sound Fluency, Phoneme Segmentation, Decoding	Three times per year (fall, winter, spring) in Kindergarten with progressing monitoring every 3 weeks
Reading Universal Screener	Screening	Reading Fluency	Three times per year (fall, winter, spring) in 1st & 2nd grades
Locally Developed K-2 benchmark	Progress Monitoring, Outcome	Skills Based on Georgia Performance	Continually throughout the school

checklists of skills		Standards	year

Students are assessed & teachers are trained in effective assessments & effective use of data

Student Assessment	Teacher Training	Use of Data
Formative	Assessment Institute NEGA RESA	To inform instruction
Summative	Assessment Institute NEGA RESA	To assess mastery of standards
Rubrics	Assessment Institute NEGA RESA	To evaluate student work
Student Data Notebooks	Assessment Institute NEGA RESA	To monitor/report benchmark standards
Performance Assessment Tasks	Assessment Institute NEGA RESA	To assess mastery of standards
Fluency Screener	Train the trainer	To assess fluency
DRA	Instructional Lead Teacher	To asses fluency and comprehension
GKIDS	DOE Workshops; webinars	To assess mastery of standards

Current Data Analysis Protocol

Clusters of teachers analyze student skills data biweekly throughout each 9 weeks period to determine weaknesses. Instruction is adjusted to meet needs of students. Data from analysis is used to:

- Measure individual student's progress in improving academic achievement.

- Form small skills groups to focus on areas of weakness.

- Measure class, grade level, and school-wide progress in improving academic achievement.

- Determine professional learning priorities.

- Evaluate instructional materials.

Current Protocol/Assessment Plan

A variety of assessments are used to determine if students are making academic achievement progress toward meeting standards. MCPCS currently uses the following assessments:

- GA Kindergarten Inventory of Developing Skills (GKIDS)

- Developmental Reading Assessment (DRA)

- Teacher-created common formative assessments

- Written Expression assignments and rubrics

- Reading Universal Screener 3 times per year

- ClassWorks assessments

Implementation of Common Reading Comprehension Assessment - MCPCS currently uses DRA to assess student's reading comprehension. However, MCECS currently does not use DRA & data has little meaning for them. MCPCS & MCECS will begin to use a common reading comprehension assessment both schools agree upon after research & review.

Discontinued Assessments - All current assessments in the current protocol will remain. MCPCS & MCECS will determine a common reading comprehension assessment to implement. Assessment data is presented to parents & stakeholders in various ways throughout the year during PTO meetings, School Governance Board meetings, & Title I parent meetings. Data is also reported on our school web-site & in MCPCS Balanced Report Card.

Training - Teachers will be trained to administer the reading assessment selected for reading comprehension by both schools.

Budget

Funding needed for:	Percent of Total Budget ($500, 00
Staff Development/Professional Learning including monies for stipends, travel & lodging, if necessary	20%
Electronic tablets & Electronic tablet	20%

applications	
DRA Kits and Training	**5%**
Leveled Books for guided reading Fiction and Non-fiction books for use with RISE community readers	**30%**
Computer programs and training	**20%**
Wiring and furniture for 2nd computer lab	**5%**