

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

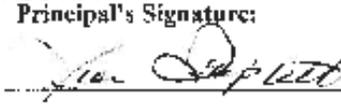
Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344	DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: <u>Morgan County Board of Education</u>		Project Number: (DOE Assigned)
Total Grant Request: <u>\$1,500,000.00</u>	System Contact Information:	
Number of schools in system: applying: <u>4</u> <u>2</u> <u>+ preschool</u> Congressional District: <u>10</u>		Phone: 706-752-4600 Fax: 706-752-4601 Email: <u>ralph.bennett@morgan.k12.ga.us</u>
Sub-grant Status		

- Large District (45,000 or more students)
- Mid-Sized District (10,000 to 44,999 students)
- 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: <u>Morgan County Elementary Charter School</u>		Total Grant Request: <u>\$500,000.00</u>	
System: <u>Morgan County Charter School System</u>		School Contact Information:	
		Name: <u>Jean T. Triplett</u>	Position: <u>Principal</u>
Number of Students		Phone Number: <u>706-342-5039</u>	Fax Number: <u>706-342-5050</u>
<u>726</u>		Email Address: <u>jean.triplett@morgan.k12.ga.us</u>	
Number of Teachers			
<u>55</u>			
Free/Reduced Lunch %	<u>55.5%</u>		
Principal's Name: <u>Jean T. Triplett</u>		Other Reform Efforts in School:	
		Principal's Signature: 	

Morgan County Charter School System
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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

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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.

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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.

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

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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*

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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

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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 continuously 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

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	% 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 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

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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#	\$9,866.00	2006	YES	No Findings

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84.298)				
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 # 84.186)	\$9,715.00	2009	YES	No Findings
CHARTER SCHOOLS- FEDERAL- IMPLEMENTATION GRANT (CFDA #	\$200,000.00	2010	YES	No Findings

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84.282)				
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

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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

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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

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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

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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 will 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.

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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

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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.

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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 continuously 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.

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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	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 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

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(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	\$11,478.00	2006	YES	No Findings

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(CFDA# 84.318)				
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

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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 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,

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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	\$1,142.00

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for professional learning	
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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

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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 will 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

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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.

School/Center Application

Morgan County Elementary Charter School History - Morgan County Elementary Charter School's (MCECS) mission is to provide maximum learning experiences for all children so they may explore and expand their talents and abilities. We believe that education is a life-long process and that every child should experience success every day, develop a strong self-image and to have a continuing desire to learn. Our vision is for students to perform on or above grade level in all core academic subjects. MCECS maximizes and organizes instructional time to efficiently individualize learning experiences for students in an effort to achieve our vision.

MCECS became a Conversion Charter school in 2005 and a part of the Morgan County System of Charters in 2011. As a Conversion Charter School, we have the flexibility in use of time, curricular and human resources.

MCECS is a *WOW* school which means we are constantly thinking about the work we design for students. The implementation of design qualities provides a framework for successful learning experiences for all students by increasing authentic student engagement. Morgan County Elementary Charter School has been applying the principles of "Working on the Work" as we plan and prepare lessons for students since 2003. "Working on the Work" is a systematic approach to teaching that emphasizes ten design qualities that are embedded in lessons which insure that students find their work highly engaging.

MCECS consists of approximately 724 students heterogeneously grouped in

grades 3-5. There are 32 homerooms: 12 third grade, 10 fourth and 10 fifth. The homerooms have a staff ratio of 1 to 20 in third and 1 to 24 in fourth and fifth grades. There are nine special education teachers, three gifted, three EIP, five special areas teachers and seventeen paraprofessionals. In addition, the student population is served by 3 administrators, 1 full-time and 1 part-time counselor, 1 media specialist, 1 speech pathologist, and 1 full time nurse.

Morgan County Elementary Charter School opened in 1990 and presently serves students from Morgan County, a county that has approximately 20,000 residents. Currently, our school population consists of the following racial and ethnic groups: 64% white, 26% African-American, 5% Hispanic, 3% multicultural and 2% Asian/Pacific Islander. The poverty level is approximately 20%, and 55.5% of MCECS students qualify for free or reduced lunch. Nine percent of the student population is identified as students with disabilities. Fifteen percent of the students are taught reading and/or math in the Early Intervention Program (EIP), and 8% of the total student population benefits from gifted services.

Administrative and Teacher Leadership Team

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Jean Triplett	Principal
Kay McLeod	Assistant Principal
Robbi Jordan	ILT
Kay Thompson	3 rd Grade
Jennifer Evans	3 rd Grade
Christen Seabolt	4 th Grade
Stacey Lancaster	4 th Grade
Tammy Wilson	5 th Grade
Lady Malone	5 th Grade
Karen Martin	EIP
Denise Bicker	Special Education
Cindy Lee	Media Specialist
Molly Bonner	Gifted

Past Instructional Initiatives - We have used a number of effective instructional strategies which include, but are not limited to, the following:

Uninterrupted instructional blocks for reading- Students have a minimum of 90 minutes for reading, writing, grammar, and spelling.

Thinking Maps to promote critical thinking- Based on thorough and well-accepted academic study and brain research, the eight Thinking Map tools correspond with eight fundamental thinking processes.

Classworks-software programs like this are used for tiered instruction (RTI). Because it is a computer-based program, students can be assigned to various levels allowing for instruction that is targeted to the needs of individual students.

Georgia Performance Standards serve as the focus of instruction. Our teaching units, lesson plans, assessments, rubrics, and benchmarks have been aligned in all content areas.

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Small group instruction- based on formative and summative assessment-data. Groups change based on instructional and remediation needs.

Using the **WOW** framework to design engaging lessons, teachers build specific design qualities into student work that are more likely to appeal to the values, interests, and needs of the students.

Write from the Beginning—Using certain components of this writing program to focus each grade level to build on the previous year’s work. Writing is incorporated across the curriculum.

Differentiation-Teachers make a concerted effort to differentiate content, environment, process, and product based on individual student needs.

Technology integration-Teachers integrate technology into their instructional units. Technology provides variety and promotes student engagement.

Accelerated Reader Program-AR personalizes reading practice to each student’s current level.

Reading Plus/Visagraph/Guided Reading-The Reading Plus program begins with a Visagraph assessment. This assessment measures eye movements while reading, and can determine if eye movements are appropriate for good reading skills. If there is poor eye efficiency, the student will have a tailored program of reading and eye exercises. This program helps develop foundational fluency skills for students of all ages.

Tiered Interventions-Interventions provided through specific computer programs, EIP, and small group tutoring.

Extended learning opportunities have been provided to individualize and accelerate learning for students.

Current Instructional Initiatives

Common Core GA Performance Standards - ELA/Math Roll-out-The protocol for collaborative planning time will focus on collegial conversations about moving from GPS to CCGPS. Teachers will be revising all curriculum documents to align with the CCGPS.

Write from the Beginning- We are using certain components from this writing program in order to obtain a focus for each grade level to build on the previous year's work. Writing is incorporated across the curriculum.

WOW Framework with a focus on critical thinking

Tiered instruction/remediation with Classworks (RTI)- software programs such as Classworks are used for tiered instruction (RTI). Because it is a computer-based program, students can be assigned to various levels allowing for instruction that is targeted to the needs of individual students.

Guided Reading/Visagraph/PAVE- This program helps develop foundational fluency skills for students of all ages. The PAVE computer program consists of tachistoscopic exposure practice and oculomotor efficiency training.

Fast ForWord Computer Program- This program develops and strengthens memory, attention, processing rate, and sequencing—the cognitive skills essential for reading intervention program success. The strengthening of these skills results in a wide range of improved critical language and reading skills such as phonological awareness, phonemic awareness, fluency, vocabulary, comprehension, decoding, working memory, syntax, grammar, and other skills.

ELL Push-In Model for instruction at all grade levels-ELL teacher and regular education teacher work together to provide instruction for identified students.

EIP Push-In Model for instruction at all grade levels-EIP Lead Teacher works with regular education teacher to provide instruction for EIP students.

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Technology is an integral part of our instructional program. Continuous technology training for teachers and students engages students more and provide evidence of understanding.

Collaborative planning times and professional learning communities have been instrumental for focusing on lesson planning, unit revision, assessment development and learning outcomes.

IB - Presently, we are in the feasibility/consideration phase for IB.

Professional Learning Needs

Common Core Ga Performance Standards – ELA – K-5 Alignment	Training in use of Reading Assessment
Alignment of Writing Across the Curriculum including PE, Art, Music and Spanish – K-5 – <i>WISE</i> Writing consulting	Working on the Work refresher course for all teachers
Fast ForWord – Scientific Learning	Technology training with a focus on student use to demonstrate knowledge of standards Collegial conversations, observations and professional learning, between primary and elementary school teachers
Improving Instruction for ELL students with a focus on WIDA standards and Can Do Descriptors	

Need for a Striving Readers Project - Morgan County Elementary faculty and staff strive to increase literacy achievement for all students through focused school improvement goals, researched based instructional strategies, and targeted professional learning. Morgan County Primary School houses K-2 and the elementary school is grades 3-5. The Striving Readers Project will allow teachers and administrators at both schools to develop a common understanding of effective literacy. When both schools are working together to build a vertically

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aligned literacy program, students will become more efficient readers. At MCECS, the term "effective literacy instruction" means developmentally appropriate, explicit, evidence-based, and systematic instruction that provides students with early development and grade-level mastery of oral language skills, both listening and speaking, phonological awareness, using a wide vocabulary, conventional forms of grammar, and academic language.

Philosophical differences at the two schools have been barriers to the development of a common understanding of effective literacy. This project will allow us to identify and replicate strategies that improve reading literacy skills that are consistent at both schools.

The Striving Readers Project will also provide opportunities for MCECS and MCPCS to join together collaboratively to understand necessary components of an effective K-5 literacy program. In addition, implementation of common instructional strategies, assessments and intervention programs will result in a more effective K-5 literacy program. These collaborative efforts will help both schools to see themselves as one school and not as two working in isolation.

Improving student literacy is our ultimate goal. The project will enable faculty and staff of both schools to implement common assessments, such as the Developmental Reading Assessment (DRA), to inform instruction, document growth trends, and provide ongoing progress monitoring information that will ease the transition from MCPCS to MCECS. Presently, the assessment used to measure comprehension at MCPCS is not used at MCECS. Therefore, the data we receive means very little to the faculty at the elementary school. Since the primary school no longer takes the CRCT, we have a need for assessment data common to both schools. Fluency screeners are administered three times a year at both schools. However, there is no real plan for how to use the data once we have it. In the development of the K-5 literacy plan through the Readers Project, we can develop a plan to address this need.

Working on the Work is a systematic approach to teaching that emphasizes ten design qualities that are embedded in lessons to insure that students find their work highly engaging. MCECS implemented the WOW framework in 2003. Implementation of the WOW framework at the primary school would further strengthen the literacy program because of the focus on authentic student engagement. The common language used at both schools to define levels of engagement, and the use of researched based design qualities when planning will strengthen the literacy program at both schools.

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Ongoing professional development is a key component to the success of the Striving Readers Project. It must be coordinated and aligned with activities that are designed to increase the effectiveness of instruction. The faculty and staff at both schools are eager to work together to build a K-5 school housed in two buildings. Collegial conversations and common professional learning related to curriculum alignment, improved instructional strategies, development of common rigorous assessments and an understanding of essential curriculum at each grade level will lead to a stronger literacy program for the students at both schools.

MCES Literacy Team

Literacy Team Structure

Jean Triplett	Principal
Kay McLeod	Assistant Principal
Robbi Jordan	ILT
Caroline O'Neal	3 rd Grade
Teresa Harris	4 th Grade
Kristy Williams	5 th Grade

Function of Literacy Team - The literacy team will be responsible for leading their teams in the roll-out of the CCGPS and the implementation of our literacy plan. Additional responsibilities include: involving teachers in collaborative dialogue; facilitating the implementation of the school literacy plan; working with teams to use data to guide instruction, monitor progress and differentiate instruction; modeling the implementation of professional learning

Minutes of Meetings

November 8, 2011	NEGA RESA – Unpacking CCGPS standards
November 14-17	– During collaborative meetings the literacy team shared with their teams the work they are

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	doing at RESA regarding roll-out of the CCGPS.
November 17, 2011	The system Literacy Team discussed the work they did at RESA on November 8 th . The team decided as a system team they need to begin to look at vocabulary.
November 29, 2011	The Literacy Team spent much of the day unpacking standards and began work on identifying gaps in the standards from GPS to Common Core.

Literacy Team Schedule

November 8, 2011 NEGA RESA – 8:30-3:30	January 26, 2012 MCES – 8:00-10:30
November 14-17 MCES – 8:00-10:30	February 21-24, 2012 MCES – 8:00 – 10:30
November 17, 2011 Morgan County Literacy Team Meeting 3:30 – 4:30	March 19-22, 2012 MCES – 8:00-10:30
November 29, 2011 NEGA RESA	May 14-17, 2012 MCES – 8:00-10:30
January 3, 2012 MCES 1:00-2:00	June 6-7, 2012 NEGA RESA – 8:30-3:30

Communication - The MCECS Literacy Team has begun and will continue communicating with faculty and staff in numerous ways. First, they will communicate during collaborative

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meetings which are held one time during the month for three hours. Secondly, the focus of monthly faculty and leadership team meetings is curriculum, instruction and assessment so the literacy team will have opportunities to involve teachers in decision making during these meetings. Finally, MCECS uses Google Docs which is a suite of products that allows us to create different kinds of documents, work on them in real time with other people and store the feedback. The literacy team will use Google Docs to collaborate with the staff giving them edit, comment or view access.

Literacy Team Initiatives

- Common Core Performance Standards ELA Roll-Out – K-5 Alignment

- Unpack Standards

- Identify transition standards

- Collaborate to develop high quality curriculum maps, vertical alignment, and instructional strategies

- Align all other curriculum documents: assessments, units, lesson plans, Parent Keys, rubrics, benchmarks and report cards.

- Add revised Bloom’s level of taxonomy and Depth of Knowledge

- Work collegially with primary school to vertically align all curriculum documents.

- Writing Across the Curriculum

- Training and Implementation of a reading assessment such as DRA

- “Working on the Work” Framework

- Effective implementation of technology programs such as Fast ForWord and Classworks

- Technology Training on new technologies such as tablets

Analysis and Identification of Student and Teacher Data

Student Achievement Needs

Morgan County Elementary Five Year Trend-Reading and Language Arts – CRCT – 2006-2011

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	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011					
Reading	MCES	GA								
3rd grade	90	87	98	93	97	93	96	90	97	91
4th grade	94	85	92	87	91	88	93	89	93	88
5th grade	88	86	98	93	97	94	98	90	97	91
Lang Arts	MCES	GA								
3rd grade	91	86	97	88	92	86	97	88	99	89
4th grade	93	84	91	86	95	87	94	87	93	88
5th grade	89	88	98	90	96	91	97	92	99	93

Benchmark-CRCT Comparison – Reading/ELA

	3 rd Grade CRCT/Benchmark	4 th Grade CRCT/Benchmark	5 th Grade CRCT/Benchmark
Benchmark	82	82	92
CRCT	96	93	94

Disaggregated Data in subgroups for Reading – CRCT 2011

	ALL Students	Black	Hispanic	White	Multi- Racial	SWD	ELL (LEP)	Econ. Disadv.
BASIC	3.2%	4.6%	6.2%	2.3%	2.4%	9.5%	2.8%	4.9%
Does not meet	(22.5)	(9)	(2.5)	(10.5)	(.5)	(6)	(.5)	(18.5)
PROFICIENT	53%	74%	61.2%	43.3%	64.3%	66.7%	75%	67.3%
Meets	(378)	(143.5)	(24.5)	(195.5)	(13.5)	(42)	(13.5)	(255)

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- *Implementation of Common Core GPS* will be a focus for primary and elementary teachers.
- Teachers at MCECS have been trained on the *Working on the Work framework* and have been implementing it for 8 years. The framework focuses on recognizing levels of engagement and researched based design qualities which increase student engagement. Our goal is to retrain teachers as a refresher and add a focus on instructional strategies that promote critical thinking.
- The focus of *Writing Professional Learning* will be to develop writing resources and implement strategies to teach writing across the curriculum.
- *Fast ForWord and Compass Learning* are technology programs which provide prescriptive, differentiated learning paths to meet students' diagnosed weaknesses.
- *Collegial conversations and visitations* will allow teachers from both schools to work together to identify gaps in the curriculum and bring uniformity to ease transitions.
- We need to continue *Technology Training* to increase student use to demonstrate knowledge of standards.
- Teachers will need training to implement the reading assessment as a diagnostic tool to measure reading comprehension.
- Teachers continue to need *professional learning* on instructional strategies to support students in poverty.

Curriculum Needs - The Common Core Georgia Performance Standards are the curriculum standards that will be taught at the beginning of the 2012 school year. MCECS will begin the process of implementing these standards at that time. The implementation of these standards

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requires a thorough and meticulous analysis, revision and realignment of each element of every standard in collaboration with the primary school.

All curriculum documents will have to be reviewed thoroughly, carefully analyzed and aligned to achieve accurate data collection and reporting. Additionally, teachers at both schools will need to redesign Tier 2 and Tier 3 intervention plans in order to identify students at risk of failure to provide appropriate analysis and planning for re-teaching skills not mastered.

Technology Needs - Many software reading programs are available that adapt to a learner's individual needs and abilities to allow for personalized instruction. Not only do these programs allow for differentiated, individualized learning that students can move through at their own pace, but these programs collect a wealth of data that teachers can analyze to tailor classroom instruction to better suit the needs of students. Obviously, software programs are expensive and our county has limited funds for purchasing extra programs. Usually on the county level programs are only purchased if they can be used county-wide thus putting the funding burden for more age specific software on the individual schools. Grant money would be an excellent source of funds to expand the reading software available to our school.

The next step, after purchasing software programs, would be to provide more computer access. Computer access needs to shift from having only 6 to 7 computers in each classroom to having a mixed model of computers in the classroom, computer labs, tablets, mobile notebook labs, or a 1:1 initiative. This model will allow the students and teachers to use computers in the most effective mode possible. With this mixed model, students would have ample computer access to use a reading software program with fidelity.

The final and most important need is professional learning. Teachers need training that is constant and ongoing in order to use available technology as standard instructional practice. Staff development should include hands-on practice of skills and opportunities for the creation of

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technology enhanced standards based lessons. Funding is needed to provide release time for professional learning opportunities that occur several times throughout the year

Needs Assessment

Needs Assessment Process - Title IIA of No Child Left Behind (NCLB) requires all students to have equitable opportunities in these areas: quality instruction, teachers' instructional experience, class size, and teachers' ability to meet the diverse learning needs of students. Title IIA provides a rubric for schools to assess the extent to which faculty and staff are providing equity for all students as part of the annual improvement process.

The annual needs assessment was conducted with feedback from all stakeholders. Parents gave input through a survey, at PTO Board Meetings, and at School Governing Board meetings. We also used information/data from a student survey and teacher technology survey. The literacy team also met and gave feedback on the survey results. Parent, teacher, student and community focus groups met and identified strengths, weaknesses and opportunities for improvement.

MCECS has worked to analyze data to determine areas in the curriculum where there are gaps. Units and lesson plans were revised to address weak areas based on benchmarks and CRCT information. A conscious effort to implement research based instructional strategies and plan instruction with the implementation of WOW design qualities led to more authentic student engagement. Through collegial discussions with the primary school, we have determined that MCECS and MCPCS need to work more closely together to create a seamless alignment in the curriculum.

Data Sources in the Needs Assessment Process - Teacher and Parent Surveys; GAPSC Equity and HiQ Reports; GAPSC Vacancy Report; System and School Improvement Plans; Teacher,

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Parent, Community and Student Focus Group Feedback; and System and School Balanced Scorecards

Individuals Who Participated in the Needs Assessment

Jean Triplett	Principal
Kay McLeod	Assistant Principal
Robbi Jordan	ILT
Karen Martin	EIP Teacher
Stacey Lancaster	4 th Grade Teacher
Wayne Burnham	Special Education Teacher
Lisa Layne	3 rd Grade Teacher
Kelly Benise	3 rd Grade Teacher
Melissa Freeman	Gifted Teacher
Casey Thomas	Spanish Teacher
Marie Glosson	5 th Grade Teacher
Amanda Pickles	5 th Grade Teacher
Carol Smith	4 th Grade Teacher
Kathryn Cardwell	Parent
Diane Chupp	Paraprofessional
Michelle Walls	Parent
Nichole Kuntz	Parent
Kristi Friddell	Parent
Melissa Rittenhouse	Parent
Ruth Bearden	Parent
Margaret Ligon	Parent
Caroline O’Neal	3 rd Teacher
Teresa Harris	4 th Teacher
Kristy Williams	5 th Teacher

Areas of Concern

In the ongoing effort to provide the best education for the students of Morgan County, the faculties of Morgan County Elementary and Primary Charter Schools recognize the need to develop and maintain a coordinated and systematic approach to the language and literacy development of every student (*“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 and literacy learning, there is a need to align all of the existing methods and systems

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to insure optimal effectiveness (*“What” Document - #9- There are intentional strategies for developing and maintaining engagement as student’s progress through school*). The goal of this initiative is to establish a full understanding among all of the stakeholders as to how each team at each grade level is approaching the achievement of their objectives. Work together will provide a seamless transition between the two schools for every student, as well as clear and effective communication regarding each student's progress. Developing a concerted systematic approach between the two schools will allow for educators at one school to have a proficient understanding of the language and literacy programs and strategies in place at the other school. Both schools will be able to plan and facilitate the K-5 literacy program with greater efficiency and effectiveness. The coordination of all systems and strategies will provide students access to a lifetime of literacy.

Major Areas of Concern - Major areas of concern include the vertical alignment of the curriculum between the primary school, grades K-2, and the elementary school, grades 3-5 (*“What” Document” #8– Clearly articulated plan for alignment vertically and horizontally as well as transitions between grades and schools*). A collaborative initiative would allow both schools to focus on the development of language and literacy skills regarding reading comprehension, the understanding of new vocabulary, reading with fluency and understanding with retention of content. This will require a collaborative evaluation, assessment and agreement between the two schools as to what the essential reading skills are in both schools. Additionally, there is a need for a coordinated and uniform evaluation of students' progress from the beginning of primary school to the end of elementary school to obtain longitudinal data (*“What” Document # 3-Ongoing assessments to inform instructional decision*).

Focus of Curriculum and Instructional Methods to Address Concerns - The curriculum at MCECS is aligned to the Georgia Performance Standards through a series of coordinated procedures all of which are documented and communicated to all the stakeholders in the system. Parent Keys are aligned to the mapped curriculum to inform parents of standards taught. Units are planned down to the individual lessons. Mastery of the lessons is measured through a variety of evaluation tools which are linked to a rubric that aligns to the standards. Benchmark assessments determine students' progress and provide vital data concerning the achievement of meeting target goals.

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One key component that research has determined necessary to help students access a lifetime of literacy is clear literacy standards at each grade level. Standards provide teachers with performance goals at each grade that show what students should know and be able to do. As we transition from Georgia Performance Standards (GPS) to Common Core Georgia Performance Standards (CCGPS), teachers at both schools will need to unpack these new standards, assess the horizontal and vertical alignment, and revise curriculum documents. These curriculum documents include instructional maps, units of instruction, evaluation rubrics, summative assessments, student self-assessments, standards-based report cards, and Keys to Understanding for parents. It will be important for K-5 teachers to work together on the vertical alignment of the literacy standards. Presently, there is little collaboration between K-2 teachers and 3-5 teachers. Working collaboratively will strengthen our literacy program because the work on the vertical alignment will provide insight for teachers to know which literacy standards are taught before and after each grade level.

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

Routine screenings and 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 at both schools would give more uniformity in how we assess reading comprehension.

Transition from second to third grade can be challenging for many of our parents and students. The Instructional Lead Teachers at both schools are working together to identify the issues associated with the transition from primary to elementary school. The ILTs will select second and third grade teachers to join them in their work and function as the Transition Team. Feedback from parents of third graders and students will be asked to identify their concerns as well.

Writing is a targeted area for improvement. Although writing standards are found at each grade level, accountability falls on fifth graders as they take the Georgia Writing Assessment. We fully understand that writing has to be a focus at all grade levels, K-5, in order for students to be efficient writers. This year all 3-5 teachers are involved in professional learning in the WISE Writing Program. Our goal is for all grades, K-5, to be involved in improving writing.

Technology allows students to become thoroughly engaged in the learning process. They can then express their newfound wisdom and understanding by producing their own documents complete with images and sound. We want to work on a more effective implementation of

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software programs at both schools to maximize the outcomes for students. The various software programs we use at K-5 provide differentiation and easy progress monitoring of student performance. However, the implementation of software programs is different at the two schools which makes it difficult to monitor progress effectively.

Teachers at MCECS plan student work using the Working on the Work (WOW) framework. This framework embraces ten design qualities which provide the basis for highly engaging student lessons and activities. The ten design qualities insure that students are working on what they need to learn in ways that they choose, using the tools of technology relating to meaningful and useful knowledge that they can use in the real world. MCECS needs to continue to build on what they have learned about designing work by implementing more instructional strategies that promote critical thinking. MCPCS needs to begin the training and implementation of the WOW framework as we work together to roll out the CCGPS.

Professional learning will be important to implement a K-5 literacy plan. Both schools will need support in the realignment of curriculum documents to the CCGPS, the continuation of the *WISE* Writing Program, training in a reading assessment, WOW, and use of new technological resources and software programs.

MCECS provides an array of extended learning opportunities to personalize the instructional program for each student. These programs are provided to accelerate the learning of students who have demonstrated slow academic progress in reading and ELA.

Root Cause Analysis

Root causes of weaknesses in our K-5 literacy program include inconsistency in interventions, instructional strategies, and assessments from grade to grade and from primary to elementary. Additional underlying causes are varied expectations of what students are capable of doing related to their developmental stages and a lack of vertical alignment of the curriculum. Different software programs, different strategies of classroom engagement, unfamiliar forms of assessment, different communication with parents, and varied methods used in reporting student progress present a daunting challenge to first year elementary students and their families. Elementary teachers face the challenge of getting to know their students and determining where each one is along the learning curve. This data needs to be available in a clear and concise format from the first day. Perhaps the main reason for the lag time that exists is due in part to the lack of any substantial alignment between the two schools regarding curriculum, professional development, and inconsistent methods of assessment.

Very little has been done in the past to address the problem other than discussions between the two schools about the transition from primary to elementary school. The two schools have never had a focused initiative to work together to resolve inconsistencies. MCECS

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surveys third grade parents about transition concerns. We work with teachers to make every effort to address these concerns. MCECS has also done some pre-assessments of third grade students and shared those results with the primary school. The lack of professional development, time, collaboration, and resources, has prevented the implementation of a fluid literacy program, K-5.

The needs assessment did not determine anything that we did not already know. However, it has helped both schools to realize that we need to take proactive steps to improve our literacy programs, K-5. Improving our K-5 literacy program will remain an initiative regardless of whether or not we receive grant funding. This grant will give us accountability and focus to accomplish what we know we need to do. However, the lack of funding would increase the amount of time to implement changes, and would inhibit our resources to get the work completed.

Project Goals and Objectives

Goals:

1. Align curriculum, instruction and assessments vertically and horizontally. (*“What” – Clearly articulated plan for alignment vertically and horizontally #8.*)
2. Establish continuity and uniformity from kindergarten to fifth grade. (*“What” – Clearly articulated plan for alignment vertically and horizontally #8.*)
3. Provide ongoing, quality professional learning to faculty and staff. (*“What” – Professional learning opportunities to build teacher knowledge of key literacy components (#7 B-4)*)

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4. Strengthen the Response to Intervention (RTI) process in order to provide high quality interventions (*“What”- A four tiered instructional model; response to intervention for all students is in place (#5).*)
5. Increase use of technology to support literacy instruction. (*“What” – Leverage the creative use of technology within the learning process to promote engagement and relevance (#9F).*)
6. Increase use of effective verbal and written feedback for students in order to strengthen literacy instruction. (*“What” - Ongoing assessments to inform instructional decision (#3).*)
7. Improve academic achievement of all students by increasing the percent of students who meet/exceed standards and to increase the percent of students who exceed standards.

Objectives:

1. Join MCPS to rollout the new CCGPS and work together to vertically and horizontally align the curriculum, instruction and assessments. (*“What” – Clearly articulated plan for alignment vertically and horizontally #8.*)
2. Provide continuous professional learning to faculty and staff on Working on the Work (WOW). (*“What” – Intentional strategies for developing and maintaining engagement as student’s progress through school (#9).*)
3. Provide professional development on a reading assessment to align MCPCS and MCECS assessment practices. (*“What” – Professional learning opportunities are available to build teacher knowledge of key literacy components (#7 B-4).*)
4. Offer professional learning to faculty and staff to introduce the WISE Writing Program
5. for use in conjunction with Thinking Maps *Write from the Beginning!* (*“What” – Teach students*

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6. *the writing skills and processes that go into creating text (4 EB).*)
7. Provide time for teachers to collaborate in grade level teams to design Tier 2 and Tier 3 intervention plans for struggling students. (*“What”- A four tiered instructional model; response to intervention for all students is in place (#5).*)
8. Provide ongoing professional learning in the use of software programs such as Classworks and Fast ForWord. (*“What” – Leverage the creative use of technology within the learning process to promote engagement and relevance (#9F).*)

The “What” and “Why” documents served as guides to help us determine our goals and objectives. Through the needs assessment and collaborative discussions with the primary school, we carefully considered instructional programs and assessments we wanted to keep in place but also how we could improve the 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 may have to extend our implementation timeline and reprioritize our goals.

Scientific, Evidence-based Literacy Plan

Literacy Plan

Goal/Objective	Who will implement?	What will be done?
Align all curriculum documents to CCGPS	Reading teachers at MCECS and MCPCS, instructional lead teachers, grade level team leaders	<ol style="list-style-type: none"> 1. Unpack CCGPS at each grade level-horizontal alignment. (collaborative planning) 2. Identify standards that are new to a grade. 3. Develop assessments 4. Align curriculum documents vertically and horizontally. 5. Provide collaborative time to develop additional tier 2 and 3 interventions.
Professional Learning	Reading teachers at MCECS and MCPCS, instructional lead teachers, grade level team leaders	<p><u>WOW (Continued)</u></p> <ol style="list-style-type: none"> 1.WOW training at MCPCS 2. MCECS teachers who were

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		<p>not here for the initial training will join MCPCS for training</p> <p>3. All MCECS teachers will receive further training in critical thinking strategies</p> <p style="text-align: center;"><u>Comprehension Assessment</u></p> <p>1. MCECS teachers will be trained on the use of selected reading assessment.</p> <p style="text-align: center;"><u>Technology</u></p> <p>1. Training will occur throughout the year at MCECS and MCPCS in the use of selected software programs with a focus on RTI.</p> <p style="text-align: center;"><u>Writing</u></p> <p>1. Continue to work with <i>WISE</i> Writing Program on our writing improvement plan and the use of strategies to promote writing success.</p> <p>2. MCPCS teachers will begin work with the <i>WISE</i> Writing consultant to develop a plan and implement strategies.</p>
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Current Instructional Schedule

Third Grade	
8:30-11:30	Reading/LA Blocks
11:30-2:50	Lunch, SS, Specials, Recess
Fourth Grade	
8:30-10:55	Reading L/A Block #1
10:15-12:30	Specials
10:55-11:45	Lunch
12:10-2:50	Reading L/A Block #2

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	SS, Recess
Fifth Grade	
11:10-12:00	Reading L/A Block #1
12:00-12:50	Lunch
12:10-2:50	Reading L/A Block #2, Recess

Plan for Tiered Instruction

Tier I - All students participate in instruction that is standards-based, rigorous, taught in the general education classroom, differentiated, and guided by progress monitoring and balanced assessment which is frequent, curriculum-based, and monitored over time.

Materials for Tier I Instruction - SRA Kits - A reading lab that has a range of reading levels that enables all students to learn independently and at their own pace; Classworks-a self-paced computer-based curriculum that targets cognitive reading skills; trade books; Smart Notebook Lessons; Anthologies; Thinking Maps – Used for Organization of Knowledge; Books on tape; Sitton Spelling; Listening Centers; Word Walls; Leveled Readers; Brain Pop; Technology Resources; and Library Books

Tier II - Students who are not successful at Tier I receive additional instruction. These students attend Quest, our after school tutoring program, and/or are in EIP classes in a push-in delivery model. Quest teachers consult with each student’s reading teacher to obtain information on the standards the student has not mastered. EIP teachers at each grade level work with the general education teacher in the same classroom. Small group tutoring is provided throughout the day for identified students, and these flexible groups focus on specific skills students are missing.

Tier III - Students who are not successful with the additional group- type interventions at Tier II receive more individualized support at Tier III. Interventions are chosen based on the specific needs of the student. We use Classworks to assess which standards a child has not mastered, and this software program then creates an Individual Learning Path to target weak areas. Students work on these assigned units of instruction in the regular education classroom during their computer time until mastery is achieved. We feel Classworks has been underutilized as an intervention, and additional professional learning will result in a more effective implementation for struggling students. Another software program that has been purchased by our district is Fast ForWord. This program is designed to address processing difficulties. We have received very little professional learning on how to implement this program, but teachers feel it is an excellent intervention for certain students. Professional learning and time to implement are needed to effectively utilize both of these interventions.

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Reading Plus is a program for a targeted group of students who are identified by their reading teacher as needing support in developing better fluency to enhance reading comprehension.

Tier IV - Students at Tier IV meet eligibility for special program placement including special education, gifted education and ELL support.

Conflicts - There are no conflicts with other initiatives that would keep us from accomplishing our goals and objectives.

Strategies and Materials Including Technology to Support the Literacy Plan

Current Classroom Resources	Shared Resources	Library Resources	Resources Needed for Literacy Plan
Effective , expert teachers	Class sets of trade books	STAR Testing/STAR Reports	Reading Assessment Kits
SRA Kits – A reading lab that has a range of reading levels that enables all students to learn independently and at their own pace	X-Drive – a common computer driver accessible to all teachers	Accelerated Reader	Training on the Reading Assessment
Classworks – a self-paced computer-based curriculum that targets cognitive reading skills	Technology programs such as United Streaming, Brain Pop, Education City	Resource/research books	Classroom Leveled readers
Fast ForWord - a computer program that helps students improve reading and learning ability by building memory, attention, processing rate, and sequencing skills.		Teacher Resources	Class sets of books

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Trade books - each grade level has a library of trade books used throughout the year to teach reading standards		Professional Literature	Classroom libraries
SmartBoards (Using Smart Notebook Lessons)		Books on tape/cd	WOW training for higher order thinking
Writing resources		Listening centers	Professional learning on writing improvement
Time daily for silent reading and teacher read-aloud		Videos/DVDs	Supply of books of appropriate complexity (high levels of reading accuracy, fluency and comprehension)
Anthologies used as a resource		TVs	Training in how to connect reading and writing at grades K-5
6 computers and 1 printer in each classroom		SmartBoard	Multilingual print resources and staff support for ELL students
Additional technology resources		Digital cameras/camcorders	Updated library resources with more diverse, culturally relevant books
Thinking maps for organization		Digital Document Cameras	
Books on tape		Reading 101 Club	

Other current classrooms resources: Daily oral language; Sitton Spelling; guided reading; computer assignments; listening centers; writing and presentation rubrics; common reading assessments; multiple forms of formative assessments; universal screener for fluency; student self-assessments; paired reading; Reader's Theatre; journals; Word Walls; student work as exemplars; and standards-based teaching and learning.

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Classroom practices	Activities that support literacy intervention
Standards clearly posted and directly taught	Quest – after school tutorial program
Elements explicitly taught/students know them	Early Intervention Program – Push-in model
Check for prior knowledge	ELL Push-in model for instruction
Common language – students and teachers	Paraprofessionals working with small groups
Dialogue about the work	Classworks
Questioning – higher order and probes	Fast ForWord
Commentary – written feedback	Guided Reading
Opportunities for revising work	Visagraph/PAVE
Re-teaching	Cloze Plus
Formative/on-going assessment	
Focus on vocabulary (Word Wall)	
Classroom setup conducive to peer learning	
Time spent talking to students	
Frequent and varied examples	
Summarizing strategies	
Engaging strategies (WOW)	

Additional strategies needed to support student success:

Use common reading fluency and comprehension screeners.	Provide professional learning to the MCECS literacy team on implementation of the literacy plan.
Provide resources and support for professional learning for all teachers in reading/writing.	Provide interventions for older students who need remediation in literacy instruction.
Infuse literacy instruction throughout the curriculum.	Implement the <i>College and Career Readiness Standards (CCRS)</i> which represent the intellectual skills students must possess in core

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	and cross-disciplinary academic subjects to be successful beyond high school, whether in college or career.
Identify struggling students through universal screenings and other diagnostic measures and placing them in appropriate interventions including tiered small-group instruction.	Tier instructional strategies according to intensity and need.
Provide language and text-rich learning environments by implementing instruction that increases motivation and sustained engagement for students through a system of clearly stated goals.	Provide professional learning on how to appropriately match texts to the reader.
Ensure accountability for implementation and meeting literacy goals.	Provide opportunities to hear, see, and use language to understand the connection between thoughts, words, and letters in printed words.
Provide access to an array of interesting texts, providing students with choices about what to read and allowing opportunities for collaboration with other students while reading.	Provide struggling readers with additional expert instruction beyond reading instruction provided by the classroom teacher.
Spend more time reading and writing – more reading and writing assignments accompanied by more reading and writing instruction.	Group in response to learner needs based on assessments.
Involve students in self-assessment.	

Project Procedures and Support

Reading Instruction - Reading instructional blocks are a minimum of 90 minutes. Students are grouped/regrouped within the classroom based on results of formative and summative assessments. The groups are not set but change based on instructional needs and assessment results. Each reading and math block provides 90 minutes of instruction for each subject.

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Sample Third Grade Schedule		Sample Fourth Grade Schedule		Sample Fifth 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
8:30-11:30	Reading and Math EIP Reading ELL Reading	8:30-10:10	Reading and Math	8:30-10:10	Social Studies and Specials
11:30-12:35	SSR/Lunch/Recess	10:10-1:10	Specials, lunch, and Recess	10:10-12:00	Reading and Math
12:35-2:50	Specials/Social Studies	1:10-2:50	Reading and Math EIP Reading ELL Reading	12:00-1:00	Lunch and Recess
		2:50-3:30	Reading Tutoring	1-2:50	Reading and Math EIP?ELL Reading

ELL Schedule (Push-in Delivery Model) - There is an ELL team at each grade level (Tier 4), and the ELL lead teacher works with the reading teacher to plan strategies to meet the needs of ELL students, implement GPS and WIDA standards, and to support communication with parents.

Reading Plus/Guided Reading - This program is for a targeted group of students who are identified by their reading teacher as needing support in developing better fluency to enhance reading comprehension. We have a certified teacher who works with small groups of students twice a week for 30 minutes.

EIP - This program provides tutorial, supplemental guided reading to identified students with push-in services to the classrooms.

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Quest - Currently we have approximately 130 students attending this after school program for reading. Class size ranges from 7 to 10 students per class. There are five reading groups for third and fifth grades and 3 for fourth grade. Students selected to attend Quest did not meet CRCT standards and/or are not on grade level.

Professional Learning Strategies Identified on the Basis of Documented Needs
Professional Learning 2010-2011

Topic	Hours	% of Staff Attended
Thinking Maps/Write from the Beginning (Refresher)	4	99%
Technology Conference	20	9%
Classworks-Differentiation (Refresher)	4	91%
Designing Evaluation rubrics	30+	87%
Technology Training	10	93%
Writing	8	7%

On-going Professional Learning

Fast ForWord; Writing Across the Curriculum; Technology Training for Teachers and Students;
Working on the Work; Compass Learning; and Classworks

Preferred Method of Delivery

In most situations, our preferred method of delivery of professional learning is to train a group of teachers who represent all grade levels. These teachers become the experts and train teachers on their teams at monthly collaborative meetings. Since professional learning is tied to our school improvement plan, teacher evaluations are clearly aligned to expectations for implementation of professional learning.

Professional Learning Needs Identified through the Needs Assessment

- Collegial conversations and collaboration between primary and elementary teachers
- Training and use of a common reading assessment such as DRA

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- WOW training and implementation at the primary school
- Writing across the curriculum

Assessment/Data Analysis Plan

Assessment is the essential key to improving student achievement at MCECS. Through the collection and analysis of assessment data, instructional priorities are set both for the entire school and for individual students. Administrators and teachers rely on a variety of assessments to measure student progress as they work to meet goals and objectives.

Assessments used at MCECS include formative, summative, diagnostic, screenings, benchmark assessments and progress monitoring. The primary use of assessment data at MCECS is for the teachers and administrators to identify areas of strengths and weaknesses in an individual student’s mastery of skills, a class’s mastery of skills and a grade level’s mastery of skills. This data allows a teacher to adjust instructional strategies to meet the needs of students. Assessments allow a teacher to change instructional strategies if the data indicates that students are not mastering the material.

When assessments are used appropriately, teachers can apply standards of sound grading and reporting practices to students, administrators, parents and the school community regarding student achievement.

The greatest **assessment gap** at MCECS is the lack of continuity from the primary school to the elementary school. We are basically starting over when students come to third grade because the assessment data sent from the primary means very little to the faculty and staff at MCECS.

Current Assessment Protocol

Assessment	Purpose	Properties	Skills Measured	Test Frequency
Reading Universal Screener	S, ORL	K-8	Fluency	3 X per year
CRCT	O	K-8	Reading, ELA, Math, Science, Social Studies	1 X per year
ACCESS For ELLs	S	K-12	Language	1 X per year

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Visagraph	D	3-5	Eye efficiency	2 X year
Reading Plus	RC, V	3-5	Comprehension and vocabulary	Daily
Skills Snapshots	D, PM	3-5	Reading, ELA, Math depending on student need	1 X nine weeks
Formative Assessments	PM	K-5	GPS - CCGPS	Through school year
Summative assessments	O	K-5	GPS - CCGPS	Through school year

S = Screening; ORL = Oral Reading Fluency; O = Outcome; D = Diagnostic; RC = Reading Comprehension; PM=Progress Monitoring

Steps taken to ensure that students are assessed and teachers are well-trained in assessments and how to use data

Student Assessment	Teacher Training	Use of Data
Summative	Assessment Institute NEGA RESA	To assess mastery of standards
Rubrics		To assess student work
Student Portfolios		To benchmark assessments
Self-assessments		To inform students where they are in meeting learning targets
Performance Tasks		To assess mastery of standards
Fluency Screener	Train the trainer	To assess fluency
Comprehension Screener	Training provided by the company from which we purchased the screener	To assess reading comprehension
Visagraph	Updates from ELA	To measure eye efficiency

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STAR	Train the trainer	To assess vocabulary and instructional level
CRCT	Test Analysis Professional Learning	To remediate and accelerate instruction

Current Data Analysis Protocol - Teachers analyze their own data by examining each CRCT domain for their class and then by the grade level. They determine where weaknesses consistently occur and adjust instruction and assessments to meet the needs of students. In addition, they complete an analysis of test scores of subgroups and then develop action plans for improvement. The data from these tests is used to: measure individual student's progress in improving academic achievement; measure grade level progress in improving academic achievement; measure school wide progress in improving academic achievement; determine priorities for school wide or grade level professional learning; and evaluate supplemental instructional materials.

Morgan County Elementary School students are often evaluated to monitor academic progress during the school year. Benchmark assessments are used to determine progress in meeting standards as units of instruction are completed.

Current Protocol/SRCL Assessment Plan - A variety of assessments are used throughout the year to assess where students are in meeting standards/grade level targets. The common reading comprehension assessment would be an added assessment to our current protocol for the purpose of consistency from primary to elementary school. As we implement this assessment at both schools and receive training, the school literacy team will determine which, if any, of our current protocols listed below can be discontinued.

Implementation of the new reading comprehension assessment - At the beginning of the year, we will assess reading comprehension in fourth and fifth grades since we have no recent data for these students. We would assess the upcoming third graders who are new to our system and have not had the second grade reading assessment. Near the end of the first nine weeks, teachers will assess those students who were not yet reading at the designated level for the first nine weeks. Those reading at grade level at the beginning of the year will be assessed to see if they have made gains. We will not assess those already reading above the level set for the end of the first nine weeks, but will assess at the end of the second nine weeks. At the end of the fourth nine weeks, we will assess all students except those who are well above the level set for them at the end of the third nine weeks.

Discontinued Assessments - Many of the assessments in the current protocol will remain with the addition of a reading assessment that will be used K-5. All students will be assessed using this assessment at the beginning of the year and this information will be used to develop instructional strategies to meet the needs of students.

Morgan County Charter School System
LEA

Assessment data is presented to parents and stakeholders in various ways throughout the year. Data is presented during PTO Board meetings, School Governing Board meetings, and at the Title I parent meeting at the beginning and end of the year. We post the information on the website by giving parents a link to AYP reports. There is a data board in the front entrance with assessment data posted.

Training - Presently, the only training teachers will need in assessment is the reading assessment selected for reading comprehension by the primary and elementary schools.

Budget

Funding needed for:	Percent of Total Budget
Staff Development/Professional Learning including monies for stipends, travel & lodging, if necessary	20%
Electronic tablets & Electronic tablet applications	20%
DRA Kits and Training	20%
Leveled Books for guided reading Fiction and Non-fiction books for use with RISE community readers	15%
Computer programs and training	25%