# Liberty County Charter System Application Process

Community Forum
October 16, 2014

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Superintendent of Schools

Facts and Features of a Charter System

- The charter is a contract between the district and the state BOE

- The district gains flexibility to innovate in exchange for increased academic accountability

- School-based leadership and decision-making

- 5 year charter contract

LIBERTY COUNTY SCHOOL SYSTEM
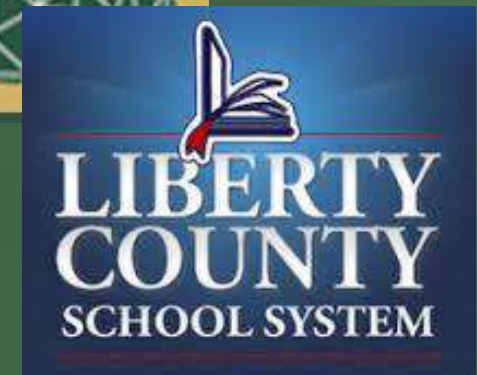
Charter Application Timeline

January – March 2014

Review of School System Flexibility Options by board members, Superintendent, central level staff, and principals. Options were reviewed in depth with a cross section of stakeholders to include representatives from the faith-based community, elected officials, parents, teachers, administrators and community leaders. Consensus of internal and external stakeholders was to move forward in designation as a Charter System.

April 2014

Local Board of Education approved Charter System by unanimous vote.
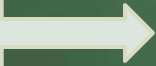
May –June 2014
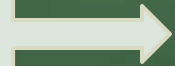
LCSS held Two-day Strategic Planning attended by internal and external stakeholders. *Blueprint for Progress* -Strategic Plan 2015-2020 was drafted and reviewed.

Charter Application Timeline

July 2014	→	Letter of intent sent to Georgia Department of Education.
August – September 2014	→	Readings of charter application are conducted with district team comprised of Executive Cabinet, Central Office and Principal representatives. 1st Public Hearing
October 2014	→	2nd and 3rd Public Hearings Legal review of Charter Application LCSS Charter Application Approval by Board of Education
November 2014	→	Submission Date for LCSS charter application to GADOE.

Components of
Liberty County's Charter Application

The Case

What challenges are our school district facing?

- Culture and Climate

- Content Literacy, Lexiles and Writing

- College, Career and Workforce Readiness

Components of
Liberty County's Charter Application

Performance Expectations

What are your school system's specific student performance expectations for your five-year charter term?

- Increase CCRPI Scores
- Increase Lexile Levels
- Enhance Written Expression/Content Literacy
- Improve Mathematic learning and achievement
- Improve Science learning and achievement
- Improve Social Studies learning and achievement

Local School Governance

How will your school system transition from Local School Advisory Councils to effective and fully functioning, decision-making, Local School Governance Teams?

Local School Governance Teams will be comprised of 5 members.
 Principal
 One Teacher or Staff Member
 Two Parents
 One Business Leader

School Governance Team members will be elected by their respective stakeholder constituency

Local School Governance

School Level Governance Realm of Decision-Making

School Governance Teams will have input on the following areas:

- Personnel Decisions
- Financial Decisions and Resource Allocation
- Curriculum and Instruction
- Establishing and monitoring the achievement of school improvement goals
- School Operations

Innovative Features of the Charter Application

Retired Educators Supporting Student Learning and Achievement (RESSLA)

Brings together retired educators and students who are two or more years below grade level in reading and/or math for intensive one-on-one or small group instruction.

STEM/STEAM

Provide Liberty County students with high quality educational opportunities in science, technology, engineering, arts, and mathematics. Schools interested in being awarded Georgia STEM status must work with district and state teams to meet identified criteria.

District-wide integration of content-related visual organizers

Thinking Maps visual organizers help students develop critical thinking processes across the curriculum. Eight visual patterns are used and they provide students with scaffolds and structure to support a deeper level of understanding aligned with the increased rigor of content and application of knowledge expected with Common Core Standards.

Innovative Features of the Charter Application

Increased access to and promotion of Fine Arts

The Georgia Fine Arts curriculum is based on the National Standards for Arts Education. Students create, perform, and respond in the areas of dance, music, theatre, and visual arts. They have opportunities to take courses that have not traditionally been offered such as dance, theatre, music, and public speaking.

Transition Math

Transition Math is a course designed to build mastery of math skills. The course is built around individualization and students work to build mathematic skills that have been identified by data.

Transition Reading

Transition Reading is a course that is designed to build mastery of reading skills. The course is built around individualization and students work to build reading skills that have been identified by data.

Innovative Features of the Charter Application

Flexible scheduling for content instruction

Ability to assign students to multiple teachers throughout a course with teachers providing instruction in specific modules in lieu of providing all content for a course. They focus their instructional planning on a given module and become an expert in that module. This flexible scheduling allows students to repeat a module(s) if performance does not meet the standard instead of repeating an entire course.

Allocation of resources and funding based on student performance data

In order to focus resources in areas of highest need, student data will be used to allocate funding for professional learning and academic and personnel resources. Federal, state, and local funding will be allocated to schools and content areas based on current student performance.

Capstone Projects

High school students choose a topic and develop a research question in 9th grade. In grades 10 and 11, they work on the project in core content courses and prepare to present their findings in grade 12. Teams of individuals from the community and school system, in fields or occupations similar to the project topic, score the projects.

Innovative Features of the Charter Application

Establishing a positive culture and climate

The district is currently implementing Positive Behavior Intervention and Supports (PBIS) to promote positive behavior. In order to continue to support positive interactions among students, teachers, and other school staff, all staff members will be provided professional learning that addresses school climate and culture and provides strategies for positive interactions among stakeholders. Proven, research-based strategies will be incorporated to help create a high performing culture and climate. The program will equip administrators, teachers, and students with the skills and knowledge needed to cultivate a positive and productive learning environment. Trainers and district leaders will work with school administrators to clearly identify, communicate, and achieve organizational goals and objectives. High performance in schools means complete alignment, not just alignment to state standards. School teams will work to create intentional connections between curriculum, instruction, and assessment.

Innovative Features of the Charter Application

Blended learning opportunities

In order to provide additional opportunities for students to successfully complete courses in which they have previously been unsuccessful, opportunities will be provided for students to repeat an entire course or part of a course through a blended learning setting. Students who do not pass a course but demonstrated mastery of more than 65% of the content will have the opportunity to receive additional instruction on the content that was not mastered through blended learning opportunities. The student will meet with a highly qualified teacher each week after the regular school day to receive intensive remediation and support. Digital content will be provided for the student to complete between sessions with the teacher. Upon completion of the additional instruction and requirements, the student will be assessed to determine current mastery. Once mastery have been attained for the remediated content and the student can demonstrate performance that would be equivalent to a grade of 70 in a course, the student will be awarded credit for the course. Students who were unsuccessful in a course and did not demonstrate mastery of at least 65% will be provided an opportunity to repeat the entire course through a blended learning environment. Students will meet with a highly qualified teacher twice each week after regular school hours for re-teaching and remediation and complete coursework provided digitally.

Next Steps...

Jan – May 2015 → Work with district and school level personnel on Charter System Training to include governance team.

May 2015 → Formal Charter Application Approval by the GADOE.

July 2015 → Liberty County Schools begins as a Charter System.

Charter System Application Information