

# THE CASE

#	Question	Challenge #1	Challenge #2	Challenge #3	Challenge #4	Challenge #5	Challenge #6	Challenge #7	Challenge #8	Challenge #9	Challenge #10
1	What challenges is your school district facing?	Increasing mastery of standards in math, science and social studies.	Expanding the options for Student's with Disabilities to meet the state graduation requirements.	Engaging all parents and families in their child's education through School Governance Authorities.	Offering more options for high school students to substitute state accredited college courses for mandatory high school required courses for graduation.	Supporting "Move on When Ready" such as Middle School students earning High School Credit that supports HOPE scholarship	Allowing students to be assessed when standards are mastered and not tied to the mandated grade levels for administering EOG.	Providing more appropriate options for all students in graduation requirements that lead to post-secondary success.	Increasing dual enrollment options for all high school students to allow students to graduate with credits in a post-secondary education and/or career certification.	Providing opportunities to hire teachers based on content knowledge and work experience to teach in Core Subject Areas	Creating a bilingual population by developing a K - 12 foreign language program.
2	What is the rank order priority of these challenges (from most to least important)?	1	2	3	4	5	6	7	8	9	10
3	Which of these challenges will your school district be able to address by becoming a charter system?	v	v	v	Requires additional approval and partnership with post-secondary institutions.	Requires additional waivers not provided under the current Charter Contract	Requires additional waivers not provided under the current Charter Contract	Requires additional waivers not provided under the current Charter Contract	v	Requires additional waivers not provided under the current Charter Contract	v
4	What specific actions will your district take to address each of these challenges (listed in #3 above) during its five-year charter term?	Further implement project-based learning that integrates language, math, science and social studies and makes all learning relevant and provides students an opportunity to learn to apply knowledge in real world experiences.	Expanding the "ASPIRE" program which involves students in being actively engaged in their own IEP development, including encouraging high school students to actually lead their IEP meetings.	Engage the School Governance Authorities to work closely with school administrators and teachers to develop opportunities for parents and families to be actively engaged with their child's success. Continue to build on the Summer Inspiration program.	Work with DOE and post-secondary institutions to develop broader options for college and high school graduation.	Work to inform both the DOE and State of need to create an avenue for finding a means to make these options available.	Work to inform both the DOE and State of need to create an avenue for finding a means to make these options available.	Work to inform both the DOE and State of need to create an avenue for finding a means to make these options available.	Continue to build relationships with post-secondary institutions to offer more opportunities for our high school students to complete both their high school requirements and earn either an associate degree or certification in a chosen pathway.	Provide instructors who have both knowledge and experience to make education relevant and integrate content understanding and application that lend to more project-based learning activities.	Develop a schedule and utilize support from the high school language teacher to offer introduction to a foreign language through the Summer Inspiration Program as well as begin to develop a program for students during the year.
5	Provide a clear explanation of how each of these specific actions (listed in #4 above) will lead to the specific challenge being addressed.	Deficiency in higher math skills can be related back to lack of understanding in numeracy and math literacy as it applies to application. Providing opportunities for students to connect knowledge of language, math, science and social studies to real life application will strengthen their problem solving capabilities and increase understanding of application of learning.	All students should own their future by being engaged in their educational plan. Although "ASPIRE" is a process by which students with disabilities can have ownership and identify their own accommodations to be successful, this concept will be included for all students learning to develop their own individual learning plans.	Increase the autonomy of the SGA, as well as help parents to begin to recognize their role in their child's success. Summer Inspiration has begun to forge relationships between teachers, parents and students that were missing during the 180 day school year.	Allowing more options for all high school students to earn post-secondary credit and provide more opportunities for students in high school as they begin to enter ninth grade with graduation credits.	Allowing students to earn HOPE GPA credit even when courses are taken at the middle school level will open more opportunities to engage students and parents in choosing more rigorous course options and allow the high school to increase their offerings of dual enrollment and industry certification.	By allowing more flexibility in state assessment that is not strictly attached to an age or grade level will allow innovation at all grade levels to integrate competency based learning that is not tied to seat time but is based on mastery of standards and becomes a true "Move on when ready" philosophy.	All students do not need state mandated courses to be successful and find their own pathway to a successful post-secondary option. By allowing more flexibility Putnam County would develop and execute individual graduation plans for each students that allowed for core courses in math, language, science and social studies that are relevant to a students chosen pathway.	Developing a pre k to twelfth grade approach to "Move on when ready" will motivate students to see learning as a constant rather than a timed experience. To engage parents in the options available to their child in order to motivate parents in helping their child begin to understand the importance of owning their own success in the future.	Putnam County Charter School system will seek teachers who have the desire, knowledge and experience to provide a different learning environment that exposes students to relevant learning in all areas of education.	Putnam County Charter School System will make this a curriculum priority and will by working through the school governance authority to develop resources and personnel to support the implementation.
6	Although you will be granted a broad flexibility waiver if you are granted a charter, please list the specific Georgia law or State Board rule that must be waived to allow your district to implement each specific action (listed in #4 above).	160-4-2-.16 Scheduling for instruction 160-4-2-.05 Middle School Program Criteria 160.5-1-.08 Class Size	160-4-2.30 High School Graduation Requirements 160-4-2-.36 High School Graduation Requirements 160-4-2-.20 Required course to pass to graduate	160-4-9-.04 Charter School Definitions	160-4-2-.34 Dual Enrollment 160-4-2-.20 State requirements for courses	160-3-1-.07 Testing Programs	SBOE Rule 160-3-1-.07 and O.C.G.A. 20-2-281	O.C.G.A. 20-2-327© O.C.G.A. 20-2-2065(b)(8) O.C.G.A. 20-14-30 SBOE Rule 160-.4-2-.20	160-4-2-.34 Dual Enrollment	160-4-7-.14 Personnel, Facilities and Caseloads	160-4-2-.20 Funder K-8 Courses
7	Indicate the timeline for implementation of each specific action (listed in #4 above).	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016
8	Indicate which of these specific actions (listed in #4 above) represents an innovation for your school district.	Project-based learning	Student engagement in the development of their own IEP	Extended learning that engages teachers, students, parents and community through enrichment opprotunities that connect the last day of school to the first day of school.	Flexibility in high school course requirements	Competency based learning	Move on when ready at all grades	Individual graduation plans	Dual Enrollment	HIQ staff based on knowledge and skills as well as PSC certification	Foreign Language in kindergarten through eighth grade