# School Profile

Created Tuesday, September 18, 2012

## Page 1

## School Information

| School Information | District Name: | Murray County |
|---|---|---|
| School Information | School or Center Name: | Murray County High School |

## Level of School

*High (9-12)*

## Principal

| Principal | Name: | Gina Linder |
|---|---|---|
| Principal | Position: | Principal |
| Principal | Phone: | 706-695-1414 |
| Principal | Email: | gina.linder@murray.k12.ga.us |

## School contact information

(the persons with rights to work on the application)

| School contact information | Name: | Andrea Morrow |
|---|---|---|
| School contact information | Position: | Curriculum Instruction Facilitator |
| School contact information | Phone: | 706-695-1414 |
| School contact information | Email: | andrea.morrow@murray.k12.ga.us |

## Grades represented in the building

example pre-k to 6

*9-12*

## Number of Teachers in School

*51*

## FTE Enrollment

*895*

# Fiscal Agent Memo of Understanding

The application is the project implementation plan, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

## Fiscal Agent/Applicant Required Signatures:

**I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.**

**Please sign in blue ink.**

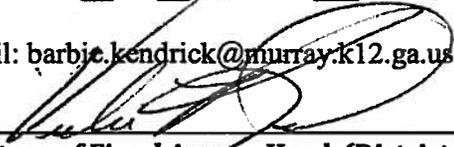Name of **Fiscal Agent's** Contact Person: __Barbie Kendrick_____

Position/Title of Fiscal Agent's Contact Person: ___PK-8 Curriculum Director_____

Address: 1006 Green Rd._____

City: ___Chatsworth_____ Zip: ___30705_____

Telephone: (__706__)695-4531___ Fax: (706___) _695-8425_____

E-mail: barbie.kendrick@murray.k12.ga.us

_____
**Signature of Fiscal Agency Head  (District Superintendent or Executive Director)**

_Dr. Vickie Reed, Superintendent of Murray County Schools_____
**Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)**


_12-5-12_____
**Date (required)**

# Georgia Department of Education
# Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. **Conflicts of Interest**
It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. **Organizational Conflicts of Interest**.
All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
- the Applicant's corporate officers
- board members
- senior managers
- any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

    **iii.** GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

1. Disqualify the Applicant, or
2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

    **iv.** The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

**b. Employee Relationships**

    **i.** The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

1. The names of all Subject Individuals who:
   a. Participated in preparation of proposals for award; or
   b. Are planned to be used during performance; or
   c. Are used during performance; and

    **ii.** The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

1. The award; or
2. Their retention by the Applicant; and
3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

    **iii.** "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

[ ] A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

[ ] No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

Conflict of Interest & Disclosure Policy

**III.** **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

_____
Signature of Fiscal Agency Head (official sub-grant recipient)

___Dr. Vickie Reed, Superintendent of Murray County Schools_____
Typed Name of Fiscal Agency Head and Position Title

__12-5-12_____
Date

_____
Signature of Applicant's Authorized Agency Head (required)

Gina Linder, Principal, Murray County High School
Typed Name of Applicant's Authorized Agency Head and Position Title

__12-5-12_____
Date

_____
Signature of Co-applicant's Authorized Agency Head (if applicable)

_____
Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

_____
Date (if applicable)

# Preliminary Application Requirements

Created Friday, November 23, 2012

## Page 1

Click on the General Application Information link below to assist you in the grant development process.

General Application Information

Did you download and read the General Information document to assist you with writing the grant?

Å Zf t

Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Grant Rubric

Did you download and read the SRCL Rubric to assist you with writing the grant?

Å Zf t

Click on the Assessment Chart link below to assist you in the grant development process.

Assessment Chart

Did you download and read the Assessment Chart to assist you in writing the grant?

Å Zf t

## Assessments

I understand that implementing the assessments mentioned on page 5 in General Application Information is a necessary part of receiving SRCL funding.

Å JBhsf f

## Unallowable Expenditures

**Preparation of the Proposal:** *Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*

**Pre-Award Costs:** *Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.*

**Entertainment, Refreshments, Snacks:** *A field trip without the **approved** academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.*

**Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.**

**Incentives** *(e.g., plaques, trophies, stickers, t-shirts, give-a-ways)*

**Advertisements, Promotional or Marketing Items**

**Decorative Items**

**Purchase of Facilities or vehicles** *(e.g., Buses, Vans, or Cars)*

**Land acquisition**

**Capital Improvements, Permanent Renovations**

**Direct charges for items/services that the indirect cost rate covers;**

**Dues to organizations, federations or societies for personal benefits**

Any costs not allowed for Federal projects per EDGAR, which may be accessed at
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.
**NOTE: This is NOT an all-inclusive list of unallowable expenses.** If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

À JBhsf f

# Grant Assurances

Created Thursday, December 13, 2012

## Page 1

The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.

ÅZft

Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

ÅZft

The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

ÅZft

The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

ÅZft

The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

ÅZft

All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.

ÅZft

The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

ÅZft

Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.

À Zf t

The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

À Zf t

The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.

À Zf t

The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.

A Zf t

Funds shall be used only for financial obligations incurred during the grant period.

A Zf t

The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

A Zf t

The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

A Zf t

The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.

A Zf t

The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

A Zf t

The Sub-grantee will submit an annual summative evaluation report no later than June 30.

A Zf t

The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

A Zf t

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).

Azft

The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

Azft

The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

A Zf t

Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

A Zf t

In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.

A Zf t

All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

A Zf t

**District Narrative**

Murray County Schools (MCS) is located in the North Georgia Mountains in Murray County.

The population of Murray County is 39,628. Murray County is largely agricultural and the main

industry in Murray County is textile. Serving approximately 7,575 students, Murray County

Schools consists of six elementary schools, grades K-6, two middle schools, grades 7-8, two high

schools, one alternative school, and one Pre-K Center. 21% of the student body is Hispanic, 78%

white and the remaining 1% two or more races, black and American Indian. 78% of students

receive free and /or reduced priced meals. All schools in the Murray County School district are

Title I School Wide schools.

**Current Priorities**

The priority for the Murray County School District is to ensure all students graduate from high

school "College and Career Ready". After an analysis of both system and school achievement

data, areas of need identified are:

- Increase the graduation rate
- Increase writing scores on the state-assessed grades of 3,5, 8 and 11
- Implement a literacy program including birth-to-five population
- Provide professional development for staff on rigorous literacy instructional practices and strategies
- Increase the Meets and Exceeds category in all content area subjects
- Increase the number of students scoring in the Exceeds category on the Criterion-Referenced Competency Tests(CRCTs) in grades 3-8
- Increase the number of students scoring in the Exceeds category on the Ninth Grade Literature and Composition and American Literature and Composition on End of Course Tests (EOCTs)
- Increase the number of students in subgroups scoring in the Meets and Exceeds category on the CRCTs and EOCTs
- Increase student comprehension with a focus on meeting and exceeding recommended Lexile scores for each grade level
- Increase student access to a variety of texts

- Increase classroom technology usage and access to 21$^{st}$ Century technology tools to improve student engagement

## Management Structure

Dr. Vickie Reed has served as the Superintendent of Murray County Schools for six years. Dr. Reed provides excellent leadership to the district and school administration. Each school's instructional program is supported by a principal, assistant principal and an academic coach with the exception of the Pre-K Center that is under the leadership of a site director. District Leadership includes a PreK-8 Director of Teaching and Learning and Title I, Secondary Director of Teaching and Learning and Title III, Director of Exceptional Student Services, Director of Instructional Technology, Director of Personnel and Title II-A, Director of Finance, Director of Nutrition, Director of Student Services and Director of Transportation. The district team and school teams work together to support student achievement through a focus on the District vision: "Committed to Student Success... No Exceptions, No Excuses!"

## Past Instructional Initiatives

Past initiatives of the Murray County School System since 2004, include having participated in the Reading First Grant, three Title II-D Enhancing Education through Technology grants, and two Title II-B Mathematics and Science Partnership grants. We are in the first year of participating in the Georgia RT3 Innovation Fund. Other past instructional initiatives include:

- Georgia Performance Standards
- WIDA Standards
- Best reading practices drawn from Reading First Strategies in grades K-3
- Protected Instructional Reading Block in K-6.
- Learning Focused Strategies
- Response to Intervention
- Positive Behavior Intervention and Support

- Rigor, Relevance and Relationships
-  K-12 Commit to Graduation Initiatives
- Assessment Driven Instruction
- Technology Integration

## Literacy Curriculum

The Literacy Curriculum utilized in grades Pre-K-12 is the English/Language Arts Common Core Georgia Performance Standards which encompasses foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary and comprehension, writing and conventions. The literacy Curriculum is composed of Bright From the Start standards, Scholastic, basal readers, Harcourt Trophies and Elements of Reading, trade books, novels, and content text books.

## Literacy Assessments

Literacy Assessments that are used with fidelity in the system are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next ( Grades K-6)
- Pre and Post Quarterly Benchmark Assessments (grades 1-12)
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternate Assessment (Grades 1-12)
- Georgia Kindergarten Inventory of Developing Skills (Grade K)
- Georgia Writing Assessments (grades 3, 5, 8 and 11)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, grades K-12)
- Assessing Comprehension and Communication in English Stat-to-State (ACCESS, grades K-12)
-  Georgia Criterion-Referenced Competency Test (CRCT,grades 3-8)
- End of Course Test (EOCT, grades 9-12)
- SAT, AP Exams (grades 9-12)

## Need for a Striving Reader Project

Although reading scores for students in grades 3-8 are consistently between a 92% and 94% pass

rate as measured by state required Criterion Referenced Competency Test (CRCT), concerns lie

in the high percent of students passing the test with minimal scores. Lack of comprehension and

low reading skills is evidenced in the low percent of students meeting expectations on the CRCT

in content areas in grades 3-8 and on the state required End of Course Test (EOCT) for students in grades 9-12. The individual school applications will reveal specifics.

In the "Why" document on page 32, it is stated: "Spring test results from the Criterion Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT), when coupled with the Lexile Framework for Reading (2006) which measures both reading ability and text difficulty on the same development scale, echo the idea that students who minimally meet state standards are not equipped with sufficient reading comprehension skills to handle much of the grade-level instructional materials". The charts below support that claim in Murray County. As stated earlier, the CRCT scores for the past three years have remained between 92% and 94% meeting and exceeding the standards. However the chart below reveals the percent of questions in each domain answered correctly. Comparing the CRCT content chart below, it is apparent that students need additional reading skills to master content area material.

| CRCT  2012 | District Average in the % of questions answered correctly in each domain |
|---|---|
| Literary Comprehension | 77% |
| Reading For Information | 74% |
| Reading Skills and Vocabulary Acquisition | 78% |
|  |  |
| CRCT  2011 |  |
| Literary Comprehension | 76% |
| Reading For Information | 71% |
| Reading Skills and Vocabulary Acquisition | 79% |
|  |  |
| CRCT  2010 |  |
| Literary Comprehension | 75% |
| Reading For Information | 71% |
| Reading Skills and Vocabulary Acquisition | 75% |

| CRCT in Content Areas % meeting and Exceeding | 2012 | 2011 | 2010 |
|---|---|---|---|
| Science | 84% | 86% | 84% |
| Social Studies | 81% | 82% | 78% |

| % Meeting and Exceeding | 2012 | 2011 | 2010 |
|---|---|---|---|
| EOCT Ninth Grade Literature and Composition | 86 | 80 | 78 |
| EOCT American Literature and Composition | 88 | 85 | 80 |

| Content Area EOCT % meeting and exceeding | 2012 | 2011 | 2010 |
|---|---|---|---|
| Biology | 72% | 70% | 65% |
| United States History | 60% | 57% | 55% |
| Physical Science | 80% | 85% | 64% |
| Economics Business Free Enterprise | 42% | 58% | 49% |

| | 2012 | 2011 | 2010 |
|---|---|---|---|
| Graduation Rate | Not Available | 80.6 | 76.6 |

Writing is linked directly to improved reading. The following is an excerpt from the "Why" document. **Writing demands for the 21st century are increasing not only in schools but also in workplaces that demand effective communication skills. Georgia advocates strong writing skills beginning in elementary and continuing through high school. All content areas have writing components in their expectations for Georgia students.** The implementation of strong writing programs is crucial to a literacy initiative. Below are the writing scores for all tested grades. Although, scores in 11th grade increased above 90% in 2011, the remaining data show deficits in the tested grade levels.

| | 2012 | 2011 | 2010 |
|---|---|---|---|
| 5th | 83% | 88% | 74% |
| 8th | 84% | 85% | 83% |
| 11th | 82% | 93% | 84% |

The grant funds will allow the system to provide print and non-print resources and staff training in best practices from Birth- 12 to meet the text complexity and writing demands reflected in core content areas and the CCGPS.

## Management Plan and Key personnel

Murray County Schools has identified key district level personnel to support the implementation of the Striving Reader Comprehensive Literacy Grant. The MCS Literacy Leadership Team includes, Barbie Kendrick, Director of PreK-8 Teaching and Learning and Title I, Dr. Cheryl Thomasson, Director of Secondary Teaching and Learning and Title III and Allison Oxford, Director of Instructional Support Services. The three will plan together in the implementation of the project activities, such as organizing and scheduling professional-learning to include use of new assessments, literacy best practices, technology integration and purchasing. Ann Scott, Instructional Technology Specialist, will be responsible for assisting in the evaluation of technology tools and programs, the installation and training on the educational software or technology tools to promote student engagement. The principals and site directors will administer literacy activities in their schools or center. The MCS Finance Office will be responsible for requesting funds, and will meet with directors and principals to review budget and expenditures and submit required reports.

The chart below lists the individuals accountable for the grant operations and their responsibilities. School principals and literacy coaches collaborated with their school literacy teams and with the system leadership team to write the SRCL Grant goals and objectives.

## Grant Implementation

|  | Individual Responsible | Supervisor |
|---|---|---|
| Grant Administration<br>Coordinate project and manage the grant budget | Barbie Kendrick, Director of PreK-8 Curriculum | Dr. Vickie Reed<br>Superintendent |
| Purchasing<br>Approval of purchase orders | Barbie Kendrick Director of PreK-8 Curriculum: | Dr. Vickie Reed<br>Superintendent |

| Site-Level Coordinators-Schools | Literacy Coach | Principal |
|---|---|---|
| Chatsworth Elementary | Dustin Strickland | Mike Pritchett |
| Coker Elementary | Diane Piatt | Dr. Brett James |
| Eton Elementary | Dr. Christy Kelly | Judy Redmond |
| Northwest Elementary | Dr. Rachelle Terry | Dr. Chuck Piatt |
| Spring Place Elementary | Jennifer Lents | Donna Standridge |
| Woodlawn Elementary | Dr. Amelia Brock | Pam Rich |
| Bagley Middle School | Toby Westmoreland | Spencer Gazaway |
| Gladden Middle School | Shalina Jackson | Dr. Ardith Bates |
| Mountain Creek Academy | Marcus Richardson | Paula Martin |
| Murray County High School | Andrea Morrow | Gina Linder |
| North Murray High School | Dr. Tara Noe | Dr. Maria Bradley |
| Murray County Pre-K Center | Jennifer Jones | Barbie Kendrick |
| Professional Learning Coordinator | Ms. Barbie Kendrick Director of PreK-8 Curriculum Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford Director of Instructional Support Services: | Dr. Vickie Reed Superintendent |
| Technology Coordinator | Mrs. Ann Scott, Director Mrs. Kara Leonard, Instructional Technology Coordinator | Dr. Vickie Reed Superintendent |
| Assessment Coordinator | Barbie Kendrick Director of PreK-8 Curriculum: Dr. Cheryl Thomasson Director of Secondary Curriculum Allison Oxford, Director of Instructional Support Services | Dr. Vickie Reed Superintendent |
| Finance Director | Steve Loughridge | Dr. Vickie Reed Superintendent |

District level meetings have allowed all individuals listed to discuss and review goals, objectives

and implementation plans for the SRCL grant. Literacy is a part of the district and school level

strategic planning the MCS do each year and at regular intervals through-out the year using a Balanced Scorecard system. The grant has allowed district and school literacy teams to expand planning with the possibility of funding. In addition to administrative meetings, established curriculum meetings have been operational with the beginning of Dr. Vickie Reed, Superintendent's leadership service to MCS.

- District level personnel and principals meet three times during the year for a pre-evaluation, mid-year evaluation and end of the year evaluation
- District level personnel conduct three school walkthroughs during the school year. A follow up meeting is scheduled after each walkthrough
- Academic Coaches and Curriculum Directors meet monthly
- District level personnel meets bi-monthly for updates
- District Strategic Action Team meets quarterly and as needed

These established meetings will provide multiple avenues to involve grant recipients in the development of the budget and performance plan and monitor grant implementation progress.

All the personnel who have agreed to assist with the administration are experienced and skilled to ensure grant funds are expended as budgeted following established internal control procedures. System and school personnel have been involved in grant implementation and management through the grant projects listed below:

**LEA: Competitive Grants Awarded**

| Year | Project Title | Funded Amount | Description | Audit |
|------|--------------|--------------|-------------|-------|
| FY12 | Georgia Race to the Top Innovative Grant Fund | 920,906 | focuses on the STEM disciplines as a learning tool for students retained in 8<sup>th</sup> grade. | N/A |
| FY10 | Title II-D Engaging AP Students Through Mobile Handheld Computing | 64,580.00 | professional learning to support use and evaluation of online academic resources | No Findings |
| FY10 | Title II-D, Enhancing Edu Through Tech-Ed Formula Grant | 33,996.00 | funded survey to determine professional development needs in technology and technology integration | No Audit |

| | | | | |
|---|---|---|---|---|
| FY09<br>FY07 | Math-Science Partnership | 328,000<br>20,100.00 | improvement of math instruction in grades 3-8 through professional learning | No Audit |
| FY07 | Instructional Tech Enhanced Environments | 96,250.00 | professional learning and technology resources to implement 21st Century learning environments | No Audit |
| FY04 | Reading First Grant | 2,000,000 | Literacy best practices in grades K-3 | No Findings |

MCS coordinates competitive grant funds along with local, state and federal funds to ensure grant monies are used to enhance student achievement. These funds include:

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

**Through the coordination of all local, state and federal funds mentioned programs have been sustained.** Sustainability includes literacy coaches at each school, re-use of materials purchased each year, universal screeners in K-3, professional learning, technology hardware replacement and educational software support

**MCS has developed many initiatives to increase student achievement without outside funding.**

**Learning Focused Strategies:** Murray County Schools initiated Learning- Focused professional development as system wide training in 2005. Teachers were trained in Learning-Focused strategies that define classroom exemplary practices such as summarizing strategies, activating strategies, use of graphic organizers, and essential questions. District data in the areas of reading and math on the Georgia Criterion Reference Test increased in grades 3-8 from 2005 to 2011 with a 10% increase in reading and a 4% increase in math.

**Depth of Knowledge training:** Realizing meeting the standards on the CRCT provided minimal expectations for students, in 2009 the system began to focus on training teachers in higher order thinking strategies. The growth in the exceeds area on the CRCT in the areas of reading for grades 3, 5 and 8 increased from 29% in 2009 to 36% in 2012.

**Relationships:** In 2008 MCS began a system wide focus on initiatives to build relationships with our children. Directors, administrators and teachers have participated in the following book studies:

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

Do You Know Enough About Me to Teach Me? by Stephen G. Peters

**Rising Stars**

Rising Stars is a Leadership Development Program begun by GLISI (Georgia Leadership Institute for School Improvement). Murray County held its first class in 2006 with 12 participants.  Due to funding, GLISI stopped providing instructional support, but Murray continued with the program. Since the district has had 34 participants.

In 2007-2008, we implemented a system-wide **Positive Behavior Support Program** to reduce office discipline referrals in order to increase academic engagement time.  It is believed that this contributed to the increases in the graduation rate. The Graduation Rate increased from 57.4% in 2007 to 80.7% in 2011.

Murray County Schools

School History

Murray County is located in the foothills of northwest Georgia's Appalachian Mountains. The community, well known for its agriculture and textile industries, has a population of approximately 39,628 with an average per capita income of approximately $24,883. Due to the weakening economy and the decline of the floor covering industry, the unemployment rate for Murray County in 2011 was 12.1%. There were 17.1% of people living below the poverty level between 2006 and 2010.

Murray County High School has a population of 856 students, and we are working actively to provide them with college and career readiness to protect them from becoming victims of the fluid manufacturing labor force.

Gender

MCHS has 444 male students and 412 female students.



**Gender**

- 48% Female
- 52% Male
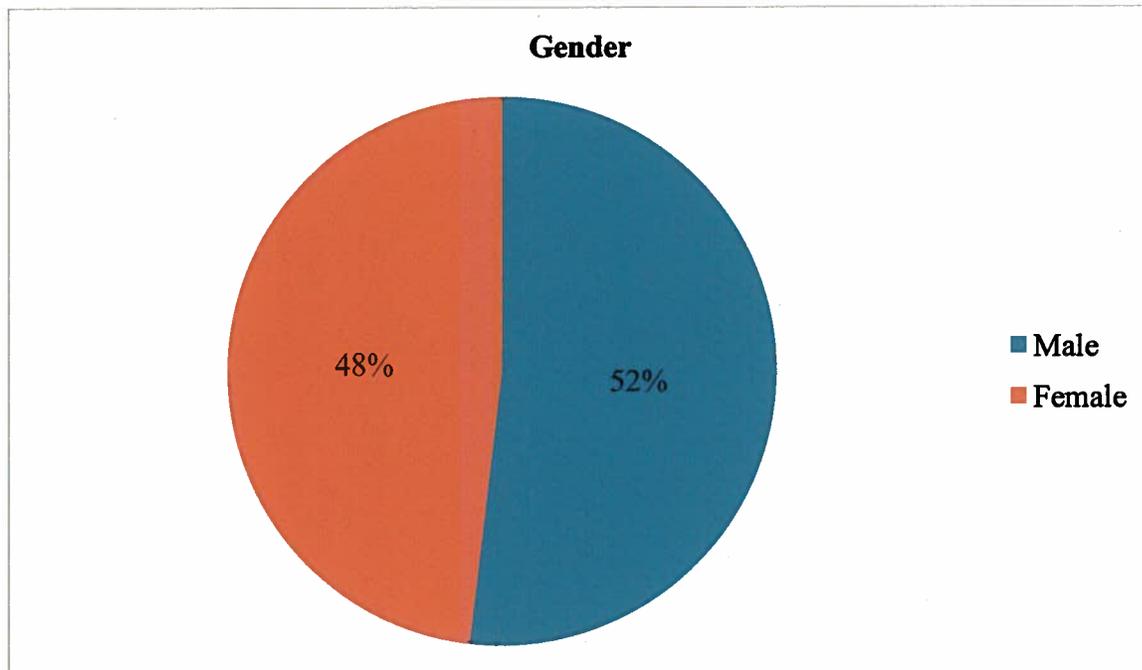
Ethnicity

MCHS's student population is 77% white, 20% Hispanic, 2% Two or more races, and 1% American Indian.
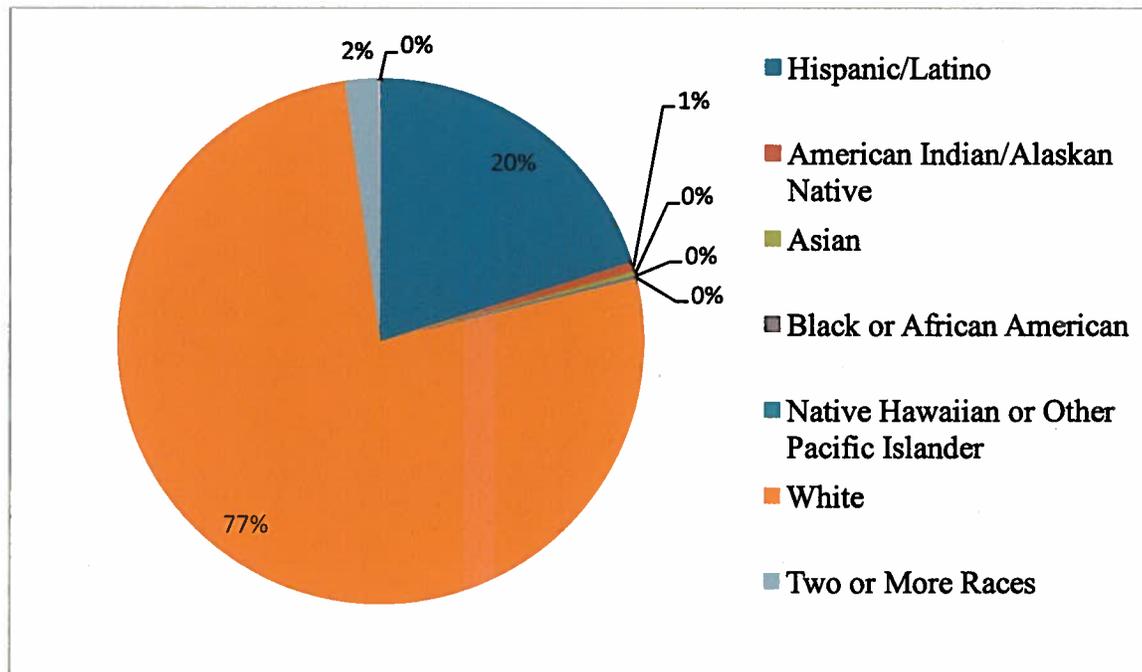


| | Hispanic/Latino | American Indian/Alaskan Native | Asian | Black or African American | Native Hawaiian or Other Pacific Islander | White | Two or more races | Undefined | Total |
|---|---|---|---|---|---|---|---|---|---|
| 9 | 44 | | 1 | | | 207 | 4 | 1 | 257 |
| 10 | 45 | 1 | | 1 | | 146 | 3 | | 196 |
| 11 | 37 | 3 | 1 | | 1 | 163 | 4 | | 209 |
| 12 | 46 | 1 | | | | 140 | 7 | | 194 |
| All grades | 172 | 5 | 2 | 1 | 1 | 656 | 18 | 1 | 856 |

The percentage of students receiving free and reduced lunch at MCHS is approximately 74%, while the system average is 75.6%. We currently have 89 students who receive Exceptional Student Services and 17 who are designated as English Language Learners. Unfortunately, 27.1% of the residents in Murray County have less than a high school diploma, with only 6.7%

having a bachelor's degree or higher. Many of Murray County High School's students are slated to become the first generation of high school graduates in their families. Due to our dedication to school improvement, the graduation rate has been steadily increasing over the past four years, from 62% in 2008 to 84% in 2012.

The culture at MCHS has undergone many changes over the last four years. A new high school opened in the county, which relieved our overcrowding and allowed us to provide more individual attention to our students. There were also administrative changes that provided us with concentrated academic focus, renewed sense of pride in our school, and a detailed school improvement plan based on best practices. We have several staff members who are alumni and our principal is a former basketball coach at the high school.

Since the halls are less crowded from the student population split, more student work and data can be seen. There are several displays concerning graduation and college admissions around the school. When visitors walk in the front door, they are greeted by a graduation gown that is signed by every senior. Our principal will wear this gown at graduation. Each class has signed a "Commit to Graduation" banner that is also displayed in the lobby. College acceptance letters and pictures are posted outside of the media center doors, along with announcements about various student academic successes, including Governor's Honors Program nominees, signed Red Ribbon week drug free pledge feathers, and the "Freshmen Fab" students of the month.

Our principal, Gina Linder, is a strong and dedicated instructional leader. Mrs. Linder taught English for ten years at the high school level and explicitly understands both the requirements of the CCGPS and the reality of our students' present literacy situation, and has a drive and vision for bridging that gap. Our Administrative and Leadership Teams meet monthly

to review data, address concerns, and proactively work to make our school a better place. We have teacher leaders in place, and we work to maintain a positive, academic experience for all students to meet their needs.

Administrative and Teacher Leadership Team

| Administrative Team | |
|---|---|
| Gina Linder | Principal |
| Dr. Phillip Greeson | Assistant Principal |
| Chris Thornbury | Assistant Principal |
| Andrea Morrow | Academic Coach |

| Teacher Leadership Team | | | |
|---|---|---|---|
| Avery Hamilton | ELA | Dr. Jenny Lock | ELA, Media |
| Christina O'Dell | Science | Margaret Redmond | Counseling |
| Sam Young | Social Studies | Bridgette Chastain | Math |
| Lisa Winters | ESS | Greg Linder | Social Studies |
| Anita Scott | Math | Whitney McClary | Science |
| John Hammond | Social Studies | Kim Richards | PE |
| Linda Dotson | CTAE | Natalie Bruce | Foreign Language |

Past Instructional Initiatives

- Learning- Focused learning strategies
- Focus on Smaller Class Sizes (All academic classes under 26)
- School-wide Literacy Program
- Common Assessments for each unit
- Enhanced Positive Behavior Support and increase of faculty buy-in
- Enhanced Technology Professional Development Opportunities
- Professional Development on Student Engagement and Poverty
- Enhanced Attendance Incentive Program
- Peer Mentoring Program
- Drop-Out Survey
- Text Messaging System purchased for parent awareness
- Peer Observation Program
- Increased Offerings of AP/H Courses
- Standards Check List in all classes for all students
- 4 Week Report Cards
- 4 Week Target Meetings with administrator/counselor
- GHSGT Prep Instructor

- Enhanced RTI program and monitoring
- Certified staff for Inclusion classes
- SAT or EOCT starter in all classes
- Study Island, USA Test Prep software
- Knight School, After School tutoring
- Fast ForWord program in Reading classes
- National Model for Josten's Commit to Graduation
- STEM Academy placement for students who failed the 8th grade CRCT

## Current Instructional Initiatives

| |
|---|
| - Continue past instructional initiatives |
| - School-wide focus on student engagement strategies; particularly depth of knowledge and better questioning techniques |
| - School-wide focus on use of student exemplars and rubrics for assessment |
| - Common Core Literacy Standards Training for all subjects |

## Professional Learning Needs

| |
|---|
| 1. Teacher training on best practices and standards-based instruction with an emphasis on implementation of common core standards, particularly informational literacy. |
| 2. Teacher training on strategies for RTI, differentiation and intervention for students at different levels of learning with a focus on strategies and materials to support the struggling reader within the classroom while challenging the proficient reader to move toward college readiness. |
| 3. Opportunities for teachers to learn how to use technology for instruction. |
| 4. Opportunities for teachers to learn about effective student assessment techniques. |

## Need for a Striving Readers Project

The Striving Readers Project funding would allow MCHS to accelerate the existing

Literacy Plan's implementation by providing professional development and resources that would

allow the transition to Common Core Performance Standards and the new AYP indicators more

smoothly and effectively. All of MCHS's students, particularly those who read below grade level

and have little access to text at home, could benefit from the increased support of additional literacy instruction and resources.

| Building Block 1. Engaged Leadership AVG 3.2516 |
| --- |

**A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in her school. (Highest item rating AVG 3.6)**

| Planning | Implementing | Expanding | Sustaining |
| --- | --- | --- | --- |
| | | | Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials, and previously learned strategies. |

**B. Action: Organize a Literacy Leadership Team (AVG 3.5)**

| Planning | Implementing | Expanding | Sustaining |
| --- | --- | --- | --- |
| | | | Continue to analyze formative and summative student assessment results and refine literacy goals based on the Common Core Georgia Performance Standards (CCGPS)<br><br>Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement<br><br>Incentivize strong leaders on faculty<br><br>Define priorities and |

| | | | allocate needed resources to sustain them over time |
|---|---|---|---|

**C. Action: Maximize the use of time and personnel through scheduling and collaborative planning. (AVG 3.46)**

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | | Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction. | Use technology to provide professional learning to new and continuing teachers<br><br>Share professional learning at team and staff meetings<br><br>Encourage teachers to share stories of success in the community, both online and through traditional outlets |

**D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the CCGPS. (AVG 3.33)**

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | Utilize all staff to support literacy instruction | Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations) | Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives<br><br>Provide parents and caregivers with links to websites that provide resources to strengthen literacy<br><br>Include academic supports such as tutoring, co-curricular activities, |

| | | | |
|---|---|---|---|
| | | | online learning opportunities and/or tutoring, and extended learning opportunities such as summer programs, after-school and Saturday academies to enhance literacy learning<br><br>Utilize social media to communicate and promote the goals of literacy across the curriculum, e. g.. Twitter, Facebook, Google+, etc. |

**E. Action: Optimize literacy instruction across all content areas. (AVG 2.81)**

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| Identify or develop a systematic procedure for teaching academic vocabulary in all subjects<br><br>Provide professional learning on:<br><br>• Incorporating the use of literature in content areas<br><br>• Use of informational text in English language arts classes<br><br>• Writing instruction (narrative, opinion, and informational) in all subject areas<br><br>• Supporting opinions with reasons and | Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS<br><br>Require the teaching of academic vocabulary in all subjects using a systematic process<br><br>Support teachers in the integration of literacy instruction and skill development necessary for achievement in all subjects as articulated within CCGPS<br><br>Ensure instruction in | Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferring, graphic organizers)<br><br>Ask teachers to identify exemplary samples of student work to model features of quality writing | Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)<br><br>Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas, e.g., join online professional associations, blogs, and newsletters |

| | | | |
|---|---|---|---|
| information<br><br>• Determining author bias or point of view<br><br>• Text complexity that is appropriate to grade level<br><br>• Text complexity that is adjusted to the needs of individual students<br><br>• Guiding students to conduct short research projects that use several sources<br><br>• Teaching students to identify and navigate the text structures most common to a particular content area (e.g., social studies, cause and effect; science, problem/solution)<br><br>Identify or develop a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance<br><br>Create a plan to integrate literacy in all subjects as articulated within CCGPS<br><br>Identify research-based strategies and appropriate resources to support student learning | and opportunities for:<br><br>• Writing opinion pieces on topics or texts, supporting a point of view with reasons and information<br><br>• Writing informative/ explanatory texts to examine a topic and convey ideas and information clearly<br><br>• Writing narratives to develop real or imaginary experiences<br><br><br>Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance<br><br>Provide teachers with resources to provide a variety and choice in reading materials and writing topics<br><br>Ensure that teachers provide meaningful opportunities for students to write, speak, and listen | | Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.)<br><br>Differentiate literacy assignments by offering student choice<br><br>Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student blogs, local newspapers, literacy magazines, classroom and school libraries, etc.) |

| of the CCGPS as well as for differentiated instruction through tiered tasks | | | |
| --- | --- | --- | --- |

**F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the CCGPS. (AVG 2.81)**

| Planning | Implementing | Expanding | Sustaining |
| --- | --- | --- | --- |
| Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming) | Enlist members of the various participating entities to provide leadership by:<br>• Serving as mentors<br>• Speaking to groups of students<br>• Publicizing efforts within the community<br>• Visiting classrooms to support teachers and students<br>• Adoption of different schools by civic groups | Utilize social media to communicate and promote the goals of literacy throughout the community at large | Celebrate academic successes publically through traditional and online media<br><br>Ask past students who have been particularly successful to speak to students and the community at large as to the potential for schools to change lives<br><br>Continue to focus proactively on issues that may prevent students from learning<br><br>Pursue additional funding sources for specialized literacy staff and materials<br><br>Foster relationships among schools, postsecondary education institutions, the workforce, families, and communities |

**Building Block 2. Continuity of Instruction AVG 3.0733**

A. Action: Ensure a consistent literacy focus across the curriculum through the use of

| collaborative teams. (AVG 3.46) | | | |
|---|---|---|---|
| Planning | Implementing | Expanding | Sustaining |
| | | Study formative student assessment results and use the results to continue to adjust instruction | Share professional learning online and at team and staff meetings |

B. Action: Support teachers in providing literacy instruction across the curriculum (AVG 3.3)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| Identify and plan direct, explicit instructional strategies to teach text structures, vocabulary, and background knowledge that students need to learn for each subject area<br><br>Provide professional learning on research-based instructional strategies and use of rubrics to improve literacy instruction | Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure,<br><br>Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance | Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferring, graphic organizers) | Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards)<br><br>Use online resources to stay abreast of effective strategies for the development of disciplinary literacy within the content areas, e.g., join online professional associations, blogs, and newsletters<br><br>Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.) |

|  |  |  | Differentiate literacy assignments by offering student choice |
|  |  |  | Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student blogs, local newspapers, literacy magazines, classroom and school libraries, etc.) |

**C. Action: Collaborate with supporting out-of-school agencies and organizations within the community (AVG 2.46)**

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| Ensure that all appropriate stakeholders participate in critical planning and decision-making activities | Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters) | Develop and maintain infrastructure to support literacy (accountability, data collection and evaluation across organizations | Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives |

**Building Block 3. Ongoing Formative and Summative Assessments AVG 3.254**

**A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. (AVG 2.96)**

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students | Administer assessments and input and analyze data according to the established timeline<br><br>Upgrade technology infrastructure, if | Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond | Continue to purchase assessment and intervention materials aligned with students' needs |

| | | | |
|---|---|---|---|
| | necessary, to support assessment administration and dissemination of results | year one | |

**B. Action:** Establish a system of ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. (AVG 3.04)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment | Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms | Designate a person or persons to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one | Train/retrain all staff who will administer assessments to ensure standardized procedures and accurate data recording |

**C. Action:** Use diagnostic assessment to analyze problems found in literacy screening. (AVG 3.35)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| Research and select effective universal screening to measure literacy competencies for all students across the curriculum | Develop an assessment calendar to include universal screenings and progress monitoring (both general-outcome and classroom based), designating persons responsible | Assign a person or persons responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines | Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording<br><br>Make data-driven budget decisions aligned with literacy priority |

**D. Action:** Use summative data to make programming decisions as well as to monitor individual student progress. (AVG 3.46)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | | Disaggregate data to | Evaluate the |

| | | | |
|---|---|---|---|
| | | ensure the progress of subgroups | effectiveness of programs and policies<br><br>Redefine school improvement goals<br><br>Adjust curriculum alignment to eliminate gaps<br><br>Ensure that students are appropriately placed in specific programs |

E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning. (AVG 3.46)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | | Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers | Continue to build collaborative data meetings into the monthly calendar |

**Building Block 4. Best Practices in Literacy Instruction AVG 3.2725**

A. Action: Provide direct, explicit instruction in reading. (AVG 3.33)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | Provide professional learning on the tenets of explicit instruction:<br><br>• Use of data to inform instructional decisions and explicit teaching<br><br>• Selection of appropriate text for strategy | Share effective differentiated lessons and differentiation strategies in teacher team meetings | Continue analyzing data to determine the impact of teaching strategies on student achievement |

| | instruction<br><br>• Telling students specific strategies to be learned and why<br><br>• Modeling of how strategy is used<br><br>• Guided and independent practice with feedback<br><br>• Discussion of when and where strategies are to be applied | | |
|---|---|---|---|

**B. Action: Ensure that students receive effective writing instruction across the curriculum. (AVG 3.23)**

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | Design a vertically and horizontally articulated writing plan consistent with CCGPS | Provide professional learning on best practices in writing instruction in all subject areas | Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum |

**C. Action: Extended time is provided for literacy instruction. (AVG 2.96)**

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | | | Continue offering tutoring program after school |

**D. Action: Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school. (AVG 3.57)**

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | | | Continue current incentives and strategies |

| Building Block 5. System of Tiered Intervention (RTI) for All Students AVG 3.268 | | | |
|---|---|---|---|

**A. Action:** Information developed from school-based data teams is used to inform RTI process. (AVG 3.35)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | | Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions | Use the Georgia Department of Education problem-solving checklist to evaluate:<br>• Personnel providing interventions<br>• The ease with which students move between tiers |

**B. Action:** Tier I instruction based upon the CCGPS in grades 9-12 is provided to students in all classrooms. (AVG 3.31)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students<br><br>Provide professional learning to support literacy | Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted) | Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs |

**C. Action:** Tier 2 needs-based interventions are provided for targeted students (AVG 3.22)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring, and benchmark data) | Monitor student movement between T1 and T2 | Ensure that teachers consistently provide research-validated interventions designed to meet individual student's needs |

| | | | Use technology to track and endure the movement of students between T1 and T2 based on response to interventions |
|---|---|---|---|

**D. Action: In Tier 3, Student Support Team and Data Team monitor progress jointly. (AVG 3.24)**

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | T3 SST/data teams follow established protocol to determine specific nature of lack of progress (i.e., language difficulty or difference vs. disorder) | Teachers consistently provide research-validated interventions designed to meet individual student's needs | Continue to ensure that:<br>• Students move into and out of T2 and T3<br>• Data is used to support response to intervention Referrals to special education are equivalent to proportion of school and system population that represent ethnic and racial composition as a whole<br>• Schools and system consistently use decision-making checklist to ensure appropriate<br>• recommendations of evidence-based interventions. |

**E. Action: Tier 4-specially designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way. (AVG 3.22)**

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs (i.e., best Math II teacher teams with best special education teacher for team-taught instruction) | Special education, EL, or gifted case managers meet plan and discuss students' progress regularly with general education teachers | Student data supports the exit of students from T4.<br><br>A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance |

**Building Block 6. Improved Instruction Through Professional Learning AVG 2.96**

A. Action: Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas. (AVG 2.83)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| | Provide professional learning, where necessary, for postsecondary faculty | Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy | Continue to monitor and support the integration of disciplinary literacy |

B. Action: In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. (AVG 3.09)

| Planning | Implementing | Expanding | Sustaining |
|---|---|---|---|
| Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs<br><br>Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for | Provide targeted professional learning on the CCGPS based on student and teacher needs<br><br>Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively | Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations<br><br>Partner experienced teachers with pre-service and beginning teachers | Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups<br><br>Revisit professional learning options to utilize experts within the school to develop and support colleagues |

| | | | |
|---|---|---|---|
| implementation<br><br>Provide training in administering and interpreting results of assessments in terms of literacy | | Use formal and informal observations to monitor and improve literacy instruction (e.g., Literacy Instruction Checklist, GA or some other equivalent instrument)<br><br>Continue program-specific professional learning each year for new and experienced teachers<br><br>Encourage all teachers to share information learned at professional learning sessions | Ensure that new personnel receive vital professional learning from earlier years |

Process

A literacy survey was administered to the faculty in October of 2012. The Literacy Team analyzed the data and revised the literacy plan.

| Materials Used in Needs Assessment |
| --- |
| • Faculty Literacy Survey (Needs Assessment document from Resources) |
| • Faculty questionnaire after subject-specific PARCC training |
| • Evaluation of School-Wide/Title I Plan |
| • Professional Development Survey |
| • LoTi Survey |
| • Test Data: CRCT, EOCT, GHSGT, GHSWT, SAT, ACT, AP, COMPASS, ACCESS |
| • Lexile Scores |
| • National Clearing House Data |
| • Classroom Library / Inventory Questionnaire |
| • Student Council Suggestions |

Participants

All faculty completed Literacy, LoTi, Classroom Library/Inventory, and Professional Learning SIA surveys. The Leadership Team analyzed data to revise the School Improvement Plan. The Literacy Team built on that, along with survey, student, and teacher data, and the School Improvement/Title I plan to create this application.

Curriculum Needs

In evaluating curriculum needs for MCHS, the Literacy Team used the College and Career Ready Performance Index as a guide to the Common Core Curriculum standards and the existing School Improvement Plan.

MCHS's performance on the GHSGT and GHSWT illustrates steady improvement. The graduation rate rose 35% in 6 years due to aggressive strategies to increase daily attendance and academic support.

With the implementation of CCGPS, AYP has changed. Along with graduation rate, MCHS's AYP indicators were test participation and performance on ELA and Mathematics sections of GHSGT. MCHS is not a 2012 focus or alert school. The accountability assessment is the EOCT, where scores need improvement, particularly in Reading, Listening, Speaking, & Viewing across the Curriculum and Conventions. MCHS must also prepare for the PARCC.

## Areas of Concern

Using the "What" document, areas of concern are Building Block 6, Improved Instruction Through Professional Learning, and Building Block 2, Continuity of Instruction.

## Steps Taken

MCHS began focusing on strategies for student engagement with professional development offerings. Sessions aided teachers in encouraging engagement and motivating reluctant students to participate. Professional learning needs remain concerning teaching literacy in content areas.

## Root Cause Analysis

1. Professional Learning
2. Continuity of Instruction

Financial difficulties led our district to eliminate substitutes, and as a result, very few teachers attend off-site professional learning. The majority of sessions are delivered in-house during 50 minute planning periods. The dramatic funding cut, loss of substitutes for professional leave, and lack of materials have left us unprepared to face the intensive literacy requirements of the Common Core and the PARCC.

MCHS's students struggle primarily with vocabulary and reading fluency. Many live in poverty and lack access to text and cultural experiences away from school, resulting in an underdeveloped vocabulary. Proficient readers decode satisfactorily, but are deficient in

analyzing and comprehending the entirety of a sentence, paragraph, or reading selection. They are not metacognitive in their reading; failing to make connections between text and themselves, and missing the necessary background knowledge to understand content. These deficiencies also occur in writing, where struggles with conventions and style emerge. Most teachers are content specialists with minimal training in teaching reading comprehension strategies. There is need for more engagement and motivation among the students, many attempt to "opt out" of learning.

Affected Grades

Concern exists with all students in grades 9-12. Reading fluency and vocabulary are prominent issues with struggling readers. Our emergent and advanced readers struggle with literacy skills; specifically: visualizing, questioning, making connections, predicting, inferring, determining importance, and synthesizing. All students read well below the Lexile levels recommended by Common Core.

Rationale

To determine the root cause, the Literacy Team used the Needs Assessment document and averaged responses by item. Student achievement data was analyzed in-depth for underlying causes. In EOCT data, Conventions and Reading, Listening, Speaking, & Viewing Across the Curriculum are weak domains for students. SAT, ACT, and AP scores are partially resulting from concerns in those areas as well. Finally, the data was compared to initiatives on the existing School Improvement Plan and the "What" and "Why" documents.

Past and Current Strategies for Targeting Root Cause

| Past and Current Strategies | Target Audience |
| --- | --- |
| Weekly Writing Across the Curriculum | CTAE & PE |
| Integration of CC Literacy Standards in Every Content | All |
| Fast ForWord | Struggling readers (low Lexile level) |

| Professional Development: Student Engagement | All |
|---|---|
| Positive Behavioral Program | All |

Information Uncovered by Needs Assessment

The Needs Assessment surveyed teachers on the items included in the Striving Reader application. Items and categories, or Building Blocks, were given an average. The lowest ranked items were 7, 10, 11, 18, and 25, followed by 6, 12, and 26. The lowest Building Blocks were 2 and 6.

Building Block 6 (Professional Learning) was the lowest category by far with a ranking of 2.96 overall and a ranking of 2.83 on item 25 and a low ranking on item 26 as well.

Building Block 2 (Continuity) had 2 items, but items 6 and 12 from other categories also seemed to reflect continuity of instruction. While successfully using data and giving assessments for our struggling readers in Fast ForWord, there is nothing available to monitor the progress of the remaining students.

Items 7 and 10 involve the community. We have long struggled with gaining community participation and support in grades 7-12. This is a focus of our Title I plan, so we feel it best to focus this application on professional learning and literacy instruction. Item 18 involves extended time for literacy instruction. Changing our current instructional schedule is not an option because of financial issues.

| Evaluating Strengths and Needs | | Avg | Fully Operational | Operational | Emergent | Not Addressed |
|---|---|---|---|---|---|---|
| Building Block 1. Engaged Leadership | | 3.2516 | | | | |
| 2. | A. Administrator demonstrates commitment to learn about and support | 3.6 | 36 | 13 | 4 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | evidence-based literacy instruction in her school. | | | | | |
| 3. | B. A literacy leadership team organized by the administrator or other leaders in the community is active. | 3.5 | 33 | 16 | 4 | 1 |
| 4. | C. The use of time and personnel is leveraged through scheduling and collaborative planning. | 3.46 | 29 | 21 | 4 | 0 |
| 5. | D. A school culture exists in which teachers across the content areas accept responsibility for literacy instruction as articulated in the CCGPS. | 3.33 | 23 | 26 | 5 | 0 |
| 6. | E. Literacy instruction is optimized in all content areas. | 2.81 | 14 | 17 | 22 | 1 |
| 7. | F. The community at large supports schools and teachers in the development of college-and-career-ready students as articulated in the CCGPS. | 2.81 | 14 | 17 | 22 | 1 |
| ** Building Block 2. Continuity of Instruction  3.0733 | | | | | | |
| 8. | A. Active collaborative teams ensure a consistent literacy focus across the curriculum. | 3.46 | 30 | 20 | 3 | 1 |
| 9. | B. Teachers provide literacy instruction across the curriculum. | 3.3 | 21 | 28 | 5 | 0 |
| 10. | C. Out-of-school agencies and organizations collaborate to support literacy within the community. | 2.46 | 9 | 20 | 24 | 5 |
| Building Block 3. Ongoing Formative and Summative Assessments  3.254 | | | | | | |
| 11. | An infrastructure for ongoing formative and summative assessments is in place to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. | 2.96 | 20 | 14 | 18 | 2 |
| 12. | B. A system of ongoing formative and summative assessments is used to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction. | 3.04 | 17 | 22 | 15 | 0 |
| 13. | C. Problems found in screenings are further analyzed with diagnostic assessment. | 3.35 | 26 | 22 | 5 | 1 |
| 14. | D. Summative data is used to make programming decisions as well as to monitor individual student progress. | 3.46 | 29 | 21 | 4 | 0 |
| 15. | E. A clearly articulated strategy for using data to improve teaching and learning is | 3.46 | 31 | 18 | 4 | 1 |

| | followed. | | | | | |
|---|---|---|---|---|---|---|
| Building Block 4. Best Practices in Literacy Instruction 3.2725 |||||||
| 16. | A. All students receive direct, explicit instruction in reading. | 3.33 | 24 | 24 | 6 | 0 |
| 17. | All students receive effective writing instruction across the curriculum. | 3.23 | 22 | 23 | 6 | 2 |
| 18. | C. Extended time is provided for literacy instruction. | 2.96 | 8 | 19 | 4 | 3 |
| 19. | D. Teachers are intentional in efforts to develop and maintain interest and engagement as students progress through school. | 3.57 | 34 | 17 | 3 | 0 |
| Building Block 5. System of Tiered Intervention (RTI) for All Students 3.268 |||||||
| 20. | A. Information developed from school-based data teams is used to inform RTI process. | 3.35 | 23 | 27 | 4 | 0 |
| 21. | B. Tier I instruction based upon the CCGPS in grades K-12 is provided to students in all classrooms. | 3.31 | 24 | 23 | 7 | 0 |
| 22. | C. Tier 2 needs-based interventions are provided for targeted students. | 3.22 | 19 | 28 | 7 | 0 |
| 23. | D. In Tier 3, Student Support Team and Data Team monitor progress jointly. | 3.24 | 21 | 25 | 8 | 0 |
| 24. | E. Tier 4-specially-designed learning is implemented through specialized programs, methodologies, or strategies based upon students' inability to access the CCGPS any other way. | 3.22 | 18 | 30 | 6 | 0 |
| ** Building Block 6. Improved Instruction Through Professional Learning |||||||
| 25. | A. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas. | 2.83 | 13 | 22 | 16 | 3 |
| 26. | B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. | 3.09 | 19 | 22 | 12 | 1 |

The graduation rate for MCHS, an AYP indicator, has risen from 51.9% in 2005 to 86.6% in 2011 due to aggressive strategies targeted to increase student daily attendance and academic support.

With the implementation of CCGPS and the PARCC, the AYP criteria has changed. In the past, along with the graduation rate, MCHS's other AYP indicators were test participation and performance on the ELA and Mathematics sections of the GHSGT. While Murray County High School met AYP for school year 2010-2011, it remained in Needs Improvement 3 Status for 2011-2012 because of previous results in graduation rate and the test performance of the subgroups of Hispanic and Economically Disadvantaged.

Fortunately, MCHS was not designated as a focus or alert school in 2012. The current accountability assessment is the EOCT, for which MCHS's scores have not been as high as desired, particularly in the areas of Reading, Listening, Speaking, & Viewing across the Curriculum and Conventions. MCHS must prepare for the proposed Common Core Assessment as well.

| Indicator | 2010 | 2011 | 2012 |
|-----------|------|------|------|
| GHSGT ENGLISH/LANGUAGE ARTS | 88.8 | 91.4 | 54.1* |
| GHSGT MATHEMATICS | 73 | 82.8 | 13.8* |
| GHSWT | 93 | 94.5 | 94.6 |
| GRADUATION RATE | 77.6 | 86.6 | 84 |

* Most students passed a corresponding EOCT and did not have to take the GHSGT under the new AYP requirements.

EOCT Analysis

With the exception of Biology last year, MCHS lags behind the state in every EOCT area. In English/Language Arts EOCTs, MCHS is behind in every domain, most notably in the Reading, Listening, Speaking, & Viewing across the Curriculum and Conventions domains in the EOCT for 9th and 11th grade Literature.

| EOCT | 2010 | | 2011 | | 2012 | |
|---|---|---|---|---|---|---|
| | *GA* | MCHS | *GA* | MCHS | *GA* | MCHS |
| Math I | *410* | 411 | *413* | 415 | *415* | 418 |
| Math 2 | *405* | 389 | *404* | 398 | *405* | 401 |
| English 9 | *429* | 418 | *434* | 425 | *436* | 433 |
| Reading and Literature | *69.6%* | 64.3% | *71.3%* | 67.0% | *73.9%* | 73.9% |
| Reading, Listening, Speaking & Viewing Across the Curriculum | *72.4%* | 67.1% | *77.6%* | 75.9% | *79.4%* | 78.2% |
| Writing | *70.0%* | 63.6% | *67.1%* | 60.0% | *67.9%* | 67.1% |
| Conventions | *67.1%* | 62.1% | *69.3%* | 67.1% | *68.6%* | 67.1% |
| American Lit & Comp | *433* | 429 | *433* | 426 | *434* | 428 |
| Reading and Literature | *66.9%* | 65.4% | *67.7%* | 64.2% | *64.2%* | 62.3% |
| Reading, Listening, Speaking & Viewing Across the Curriculum | *77.9%* | 75.0% | *72.9%* | 69.3% | *78.6%* | 73.6% |
| Writing | *63.6%* | 60.0% | *64.3%* | 63.6% | *67.9%* | 63.6% |
| Conventions | *70.7%* | 69.3% | *72.9%* | 67.9% | *75.0%* | 71.4% |
| Biology | *420* | 412 | *424* | 428 | *427* | 430 |
| Physical Science | *428* | 412 | *436* | 432 | *442* | 446 |
| US History | *418* | 409 | *425* | 411 | *427* | 414 |
| Economics | *423* | 397 | *427* | 403 | *430* | 426 |

Lexile Scores

| Ninth Grade | |
|---|---|
| Average 1129 | |
| Measure: CRCT 8 | |
| Range | # of Students |
| <950 | 40 |
| <=950<1200 | 108 |
| <=1200 | 131 |

MCHS's ninth graders have a current average student Lexile level of 1129 words. The Lexile level is the amount a reader can comprehend independently with 75% success. The SAT's Lexile level is 1330, while the ACT's is 1210. In order to improve student success with complex texts on these exams and in college, raising students' Lexile levels is a priority.

College Readiness Analysis

MCHS is lagging behind both the state and the nation in its SAT scores in virtually every area for the last two years with few exceptions. The difference is greater in the verbal and writing sections, although a difference also exists in math. The number of our students taking the SAT has doubled, which accounts for some of the decrease in the average.

| SAT Scores | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Year | 2008-2009 | | | 2009-2010 | | | 2010-2011 | | |
| | MCHS | GA | Nation | MCHS | GA | Nation | MCHS | GA | Nation |
| *Number Tested* | 97 | 47,281 | 1,093,374 | 132 | 52,632 | *1,114,273* | *169* | *61,6622* | *1,267,239* |
| Composite | 1455 | 1450 | 1493 | 1353 | 1442 | 1497 | 1399 | 1431 | 1483 |
| Subtotal (CR+Math) | 982 | 975 | 1006 | 908 | 971 | 1009 | 941 | 964 | 1000 |
| Critical Reading | 498 | 486 | 496 | 454 | 484 | 498 | 473 | 481 | 494 |
| Math | 484 | 489 | 510 | 454 | 487 | 511 | 468 | 483 | 506 |
| Writing | 473 | 475 | 487 | 445 | 471 | 488 | 458 | 467 | 483 |

MCHS's ACT scores also lag behind the state and nation, with our students coming very close to keeping pace with others. However, a smaller number of students take the ACT. While we offer the SAT on campus, we do not currently offer the ACT.

| Year *MCHS # Tested* | 2008-2009 *80* | | | 2009-2010 *62* | | | 2010-2011 *93* | | |
|---|---|---|---|---|---|---|---|---|---|
| | MCHS | GA | Nation | MCHS | GA | Nation | MCHS | GA | Nation |
| Composite | 20.0 | 20.3 | 21.1 | 19.7 | 20.7 | 21.0 | 19.4 | 20.6 | 21.1 |
| English | 19.2 | 19.7 | 20.6 | 19.2 | 20.1 | 20.5 | 18.8 | 20.1 | 20.6 |
| Math | 19.6 | 20.3 | 21.0 | 19.0 | 20.7 | 21.0 | 19.1 | 20.7 | 21.1 |
| Reading | 21.3 | 20.5 | 21.4 | 20.3 | 20.9 | 21.3 | 19.5 | 20.8 | 21.3 |
| Science | 19.3 | 20.1 | 20.9 | 19.7 | 20.5 | 20.9 | 19.4 | 20.3 | 20.9 |

Advanced Placement scores have lagged 30-40% behind the state for the last five years by 30-40%. Test participation dropped after state funding for the test fee was cut.

| Advanced Placement (percentage of students scoring 3 or higher) | | |
|---|---|---|
| | MCHS | GA |
| 2011-2012 | 24% | 56% |
| 2010-2011 | 18% | 55% |
| 2009-2010 | 19% | 53% |

While MCHS has vastly increased the number of graduates attending college from 2007-2011, there is also an increase in those requiring learning support (50%+) upon entering college. In addition, ASSET and COMPAS tests were given at MCHS October 17, 2012 and indicated 108 out of 179 (60%) graduating seniors and 103 out of 186 (55%) juniors would need Learning Support if they entered college at this time.

| Learning Support Data | | | | | |
|---|---|---|---|---|---|
| Graduates Entering Georgia Public Colleges | | | | Graduates Entering Georgia Public Colleges and Requiring Learning Support (LS) | |
| | | Number | Percent of Graduating Class | Number Requiring LS | Percent of Those Attending Georgia Public Colleges |
| 2007 Graduates Entering in 2007-2008 | School | 162 | 47.6% | 86 | 53.1% |
| | State | 34,833 | 40.8% | 7,605 | 21.8% |
| 2008 Graduates Entering in 2008-2009 | School | 194 | 46.2% | 120 | 61.9% |
| | State | 39,190 | 43.2% | 9,115 | 23.3% |
| 2009 Graduates Entering in 2009-2010 | School | 181 | 44.6% | 97 | 53.6% |
| | State | 41,028 | 43.7% | 9,768 | 23.8% |

Teacher Retention Data

MCHS's teacher retention data reflects devastating budget cuts. The teacher retention rate is less than the state's primarily because many of the high-level experienced teachers accepted an early retirement buy-out package. MCHS also lost half its staff over a four year period due to the

opening of a second high school in the district which divided the student population as well. The Murray school district opted to cut costs by switching from a block schedule to a seven period day schedule in 2009-2010, which requires less teaching staff. In spite of posterity cuts, MCHS's faculty remains 100% highly qualified, with the high-level experienced teacher rate and level 5 and 6 certification continuing to be above the state average, as well as experience continuity ratio for the faculty and principal. Current teacher retention data for 2011-2012 is unavailable due to the difficulty in calculation because many teaching of the positions that were lost were shifted to other schools in the county.

| Teacher Certification/Experience | 2009-2010 | | 2010-2011 | |
|---|---|---|---|---|
| | School | State | School | State |
| Highly qualified teachers | 100% | 96.6% | 100% | 97.6% |
| Level 4 Cert | 23.7% | 33.1% | 17.6% | 30.8% |
| Level 5 Cert | 35.5% | 44.8% | 33.8% | 45.8% |
| Level 6 Cert | 33.3% | 17.5% | 41.9% | 18.4% |
| Level 7 Cert | 5.4% | 4% | 5.4% | 4.1% |
| Average Teaching Experience | 14 | 12 | 14.5 | 12.3 |
| Low-Level Experienced Teachers (<3 yrs) | N/A | 14.5% | 1.4% | 12.7% |
| Mid-Level Experienced Teachers (3-20 yrs) | 77.4% | 66.9% | 77% | 68.5% |
| High-Level Experienced Teachers (>20 yrs) | 22.6% | 20.3% | 21.6% | 19.9% |
| Annual Teacher Retention Rate | 71.2% | 86.3% | 75.2% | 82.6% |
| Experience Continuity Ratio | 0.93 | 0.88 | 0.95 | 0.87 |
| Principal Experience Continuity Ratio | 1 | 0.81 | 1 | 0.83 |

| On-going Professional Learning |
|---|
| • Todd Whitaker's "What Great Teachers Do" |
| • Jensen's Understanding Poverty |
| • Technology training for basics and unit integration |
| • CCRPI training |
| • TKES (Teacher Keys Evaluation System) training |
| • Common Core literacy standards |

Existing Plan and Resources for Tiered Literacy Instruction

| Tier Level | Strategies/Resources | Personnel | Time |
|---|---|---|---|
| Tier I: Standards-Based Classroom Learning | 1. Universal screening (CRCT, EOCT)<br>2. Standards-based classrooms<br>3. Differentiated instruction<br>4. Positive Behavior Support<br>5. *SRI* proposed | All Academic Teaching Staff | 50 minutes per academic class |
| Tier II: Needs-Based Learning | 1. Research Based Best Practices in needs-based small groups along with regular classroom placement (GHSGT Review, Test Prep, and Math Support classes) | All Academic Teaching Staff, in conjunction with a content specialist in each academic area | 50 minutes |
| Tier III: SST-Driven Learning | 1.Data collection and work samples for more frequent monitoring and possible evaluation for Tier 4 | All Academic Teaching Staff, in conjunction with a content specialist in each academic area | 50 minutes per academic class |
| Tier IV: Specially Designed Learning | 1. Inclusion accommodations and modifications<br>2. More frequent progress monitoring (work samples, etc)<br>3. Specialized programs (i-Ready, Fast ForWord) | ESS Staff/General Ed Staff | Determined by IEP Plan |

Practices Already in Place

The Literacy Team aligned Striving Reader goals and strategies with the existing School

Improvement/Title I plan. Some initiatives already in place through the School Improvement and

Title I plans include an instructional coach, standards-based instruction, collaborative planning

teams, regular meetings of Leadership and Literacy teams, monitoring of RTI process, positive

behavior supports, and focused instructional awareness walks with feedback from the instructional coach.

Sample Student 9-12 Tier I Schedule

| Academic | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Elective | 56 minutes |
| Elective | 56 minutes |

Sample Student 9-12 Tier II Schedule

| Academic* | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Support Class* | 56 minutes |
| Elective | 56 minutes |

  * Teachers would collaborate on requirements, assignments, and assessments. Extra time would be allotted in support class for working on assignments from academic.

Sample Student 9-12 Tier III Schedule

| Academic* | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Support Class* | 56 minutes |
| Elective | 56 minutes |

  * Teachers would collaborate on plan for referral for SLD testing; collecting and comparing work samples, data, and evidence for Tier IV recommendation)

Sample Student 9-12 Tier IV Schedule

| Academic | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |
| Academic | 56 minutes |

| Inclusion/Resource Class | 56 minutes |
|---|---|
| Elective | 56 minutes |

SRCL Goals, Objectives, and Support

| OVERARCHING GOAL: Improve Student Literacy Skills |
|---|
| |
| Goal: All faculty will become proficient in the instruction of disciplinary literacy. |
| Objective: Faculty will be able to participate in professional learning activities to improve instruction in disciplinary literacy. |
| Areas of Concern (Researched-Based Practice from "What" and "Why"): <br><br> • Reading and Writing is the number one focus for Georgia schools ("Why," 30). <br><br> • In 2009, the percentage of eighth-grade students in Georgia who performed at or above Proficient in reading was 27 percent ("Why," 30). <br><br> • Faculty should participate in professional learning for all aspects of literacy instruction, including disciplinary literacy in the content areas ("What," 13). |
| Plan of Actions, Strategies, and Interventions: <br><br> • Professional learning in reading comprehension strategies: Ex. RATA, The Seven Habits of an Effective Reader (1.A, D; 6.A, B) <br><br> • Professional learning in teaching academic vocabulary in all subjects (1.E) <br><br> • Professional learning in the understanding and use of Lexile measures and text complexity (1. D, 6. A, B) <br><br> • Professional learning in the administration and analysis of Scholastic Reading Inventory (3. A, B) |
| Responsible Personnel: <br><br> • Administration, Instructional Specialist, Literacy Team, Faculty/Staff |
| |

| |
|---|
| Goal: All faculty will have the necessary resources and support for the instruction of disciplinary literacy. |
| Objective: Students will be able to gain access and interact more with complex text and 21st Century Learning. |
| Areas of Concern (Researched-Based Practice from "What" and "Why"):<br><br>&bull; Literacy Task Force recommendations "Why," 59) |
| Plan of Actions, Strategies, and Interventions:<br><br>&bull; Purchase document cameras to facilitate ease of text-based collaborative learning and to add technology component ("Why," 66-67).<br><br>&bull; Purchase tablets and subscriptions to newspapers, magazines, and online resources to allow student access to self-selected and diverse text in color with built-in support ("Why," 56-59).<br><br>&bull; Purchase highlighters and other classroom supplies to interact with text |
| Responsible Personnel:<br>&bull; Administration, Instructional Specialist, Literacy Team, Faculty/Staff |

Proposed SRCL Plan's Effect on Tiered Instruction

The purchase of devices, books, and periodicals will enable students to have more choices by reading diverse content and creatively producing writing and other evidence of content mastery as well as provide them with built-in supports such as embedded dictionaries and text-to-speech features.. The professional learning will empower teachers to better provide scaffolding and support for their students.

Plan for Congruence

The Literacy Plan was purposely written in terms that will allow overlap of initiatives without conflicts concerning funding, time, or personnel. The Literacy Team will continue to

meet and evaluate the implementation of the Literacy Plan as it progresses and will be

monitoring the possibility for any conflicts proactively.

| Goals to be funded by Striving Reader | Goals to be funded with Other Revenue Sources |
|---|---|
| Goal: All faculty will become proficient in the instruction of disciplinary literacy.<br>Goal: All faculty will have the necessary resources and support for the instruction of disciplinary literacy.<br>• Professional development on literacy instruction<br>• Purchase new technology for classrooms that assist with literacy (tablets, document cameras)<br>• Supplies for classroom use in teaching of literacy (for student use)<br>• Books and periodicals for both classroom use and media center<br>• Substitutes and stipends for professional development on literacy instruction<br>• Textbooks for classrooms (print or digital)<br>• Supplies for entering new books into media center's collection | **Title I, Part A**<br>• Improve parental and community involvement<br>• Instructional coach position<br>• Benchmark development and online program<br>• Odyssey credit recovery program<br>• Fast ForWord<br>• Study Island<br>• Supplies (for teacher use)<br>• After school tutoring<br>• Professional development on standards-based instruction, best practices, and Learning-focused schools<br>• Current technology maintenance and replacement |
| | **Title I, Part C**<br>• Supplies for migrant population<br>• Migrant coordinator |
| | **Title II A**<br>• Instructional coach position<br>• Reimbursement for certification exams<br>• Teacher recruitment activities<br>• Professional development on differentiated instruction<br>• Evaluation training for administrators |
| | **Title III A**<br>• Two interpreters<br>• Books and supplies for ELL population<br>• Teacher training on ELL |
| | **IDEA Part B**<br>• Achievement Series (online benchmark data program) |

| | |
|---|---|
| | <ul><li>Odyssey</li><li>Staff development for core content areas</li><li>RTI</li><li>Differentiated instruction</li><li>Behavior intervention specialist (district)</li><li>ESS Social worker (district)</li><li>ESS Transition coordinator(district) ESS Parapros(district)</li><li>Diagnostician(district)</li><li>MY ACCESS(district)</li></ul> |
| | **State Funds**<ul><li>Salaries</li><li>Textbooks</li><li>Supplies</li><li>Professional Learning</li></ul> |
| | **Local Funds**<ul><li>Salaries</li><li>Textbooks</li><li>Operations</li><li>Technology</li><li>Travel (in-county)</li><li>DIBELS assessments</li></ul> |
| | **Homeless Education**<ul><li>School supplies</li><li>Training for homeless liaison and social worker</li><li>Travel for tutoring</li></ul> |
| | |

Explanation of Current Data Analysis Protocol

Formative, diagnostic, and summative assessments comprise the assessment protocol at MCHS, with results used to drive decisions related to a student's academic future. After receiving student score reports, a data team meets to analyze assessment results. For students demonstrating problems during screening, a diagnostic assessment will be administered. If necessary, students are placed in a reading or math support class in order to receive tiered instruction.

Content-specific benchmarks are used as a formative assessment in the form of frequent, ongoing progress monitoring. Results from the benchmarks are used to adjust instruction to meet the needs of students. Summative assessment is used to determine the effectiveness of the year's instructional program and to help identify targeted and exceeding students for the upcoming school year.

The "What" document states that data needs to be part of an ongoing cycle of instructional improvement. MCHS accomplishes this by holding benchmark analysis meetings and analyzing individualized student data during collaborative planning meetings. Students are also an integral part of MCHS instructional improvement. Teachers individually meet with students to monitor and discuss progress made on students' standards' checklists. Along with other data analysis, these meetings help students set their own goals to achieve success.

Current Assessment Protocol 9-12

| Grades | Assessment | Purpose | Skills | Frequency |
|---|---|---|---|---|
| 9th – 12th | EOCT | O | ELA, SS, M, SC | 1 X per yr |
| 9th-12th ELL | ACCESS | S | Language | 1 X per yr |
| 11th | GHSWT | S, O | ELA/W | 1 X per yr |
| 10th | PSAT | S, O | R/W/M | 1 X per yr |
| 11th | ASSET | S, O | R/W/M/ELA | 1 X per yr |
| 11th | COMPASS | S, O | R/W/M | 1 X per yr |
| 9th – 12th | Benchmarks | PM, S, O, D | ELA, SS, M, SC | 8 X per yr |
| 12th | Georgia Work Ready | S, O | Career Pathways | 1 X per year |
| 9th – 12th | Scholastic Reading Inventory | S, PM, O | RC- Inferential | 3 X per year |
| Selected 9th – 12th | Fast ForWord | S, PM, D | PA, OL, V | Ongoing |

Comparison of Current Protocol with SRCL Assessment Plan

| Comparison of Protocol with SRCL Plan | Narrative detailing how the new assessments will be implemented into the current assessment schedule | Narrative listing current assessments that might be discontinued as a result of implementation of the SRCL | Training Needed |
|---|---|---|---|
| All current assessments will be continued as shown.

No current assessments will be discontinued.

Diagnostic and formative reading assessment is needed. | The SRI will be given at the beginning of each school year, midyear and the end, with students taking it with their ELA class (because every student in the school definitely has an ELA class) in the media center computer lab. | The EOCT is being phased out with the implementation of CCGPS, so it will be discontinued when the PARCC rolls out.

The Literacy Team is evaluating the possibility of discontinuing an assessment, but none is planned at this time. | Professional learning in teaching reading within the content area

GPS to CCGPS Transition

Technology training

SRI reading assessment |

Implementation of New Assessments

MCHS intends to purchase the Scholastic Reading Inventory assessment and administrator it to every student via ELA classes visiting the media center computer lab at the beginning, midterm, and end of the school year. This would allow the faculty more frequent assessments of students' Lexile levels, giving necessary feedback for both complex text selection and informed instruction.

Professional Learning Needs

Faculty will need to be trained to administer and interpret the Scholastic Reading Inventory, as well as more in-depth training on the Lexile measure and text complexity. The MCHS faculty has also expressed a desire for training in more effective instruction of vocabulary and the teaching of analytical reading skills within the content.

Data Presentation

Data is presented to parents and stakeholders in a variety of formats. There is an Open House held at the beginning of the school year, along with Parent Nights twice yearly with a focus on the academics. Data is posted in the hallways, available on the school website, and placed in the newspaper when applicable.

| Data Presentation to Parents and Stakeholders | | |
|---|---|---|
| Parent Nights | Newsletters | Emails |
| Open House | Phone Calls | IEP Meetings |
| RTI Meetings | Conferences | Mailed Reports |
| Parent Access Portal | Newspapers | Website |

Instructional Strategies, Materials, and Need

School improvement data, along with the Scholastic Reading Inventory data, will be utilized by both the Teacher Leadership Team and the Literacy Team to determine any future professional learning or materials needs. The Literacy Team will also continue to create Tickets

out the Door for the faculty to complete when exiting on-site professional learning that asks them to list needs for implementing the strategies just studied.

Assessment Plan

The SRI will be given at the beginning of each school year, midyear, and the end, with students taking it with their ELA class (because every student in the school definitely has an ELA class) in the media center computer lab. The media specialist will facilitate the scheduling with the ELA teachers accordingly.

Current Resources

MCHS's current resources are adequate and allow for some use of student technology. However, student access to and interaction with complex text is lacking. All departments have outdated textbooks, with few having enough copies to assign students. The majority of text that our students encounter is either in black and white copies, projected on a screen, or contained in outdated textbooks. Students need to have access to text in color with pictures in order to maintain interest as well as methods to annotate and interact with text in order to improve reading comprehension and analysis.

Our media center has received no funding in four years, so there have been few new materials purchased. Nonfiction and reference change often and we have not kept up. Many of our students have no internet at home and checking out a book is necessary to complete assignments.

| Current classroom resources | Current shared resources | Current library resources | Proposed resources |
|---|---|---|---|
| 90% of classrooms:<br>• teacher desktop<br>• teacher printer<br>• an interactive SMARTboard<br>• CPS clickers<br>• LCD projector<br><br>20% of classrooms:<br>• airliner or Mobi mobile interactive device<br><br>18 Classroom Libraries (10 in fair condition)<br><br>GHSGT Review 6 netbooks | Math- Netbook Cart<br><br>Science-Laptop Cart<br><br>English-Laptop Cart<br><br>Media Center-Laptop Cart<br><br>Career Lab- 30 Desktops for testing and the college application process | 11,146 titles<br>  12 per student<br>  Average age 15 years<br>  Audiovisual -1,802<br>  Professional - 124<br>  Reference - 1,060<br><br>1 Digital Camera<br>8 DVD players<br>12 TV/VCR | Professional Learning to support CCGPS literacy standards (Lexiles, vocabulary, CCGPS literacy)<br><br>Materials to support CCGPS literacy standards and to ensure student access to diverse text (classroom libraries, document cameras, magazine and journal subscriptions for content areas, tablets, student highlighters)<br><br>Diagnostic program to assess student Lexile |

| | | | |
|---|---|---|---|
| ELL<br> 3 student computers<br> Rosetta Stone<br><br>AP US History<br> Classroom set of iPods<br>AP Biology<br> Classroom set of iPods<br> Classroom set of<br>  Kindles<br><br>4 computer labs:<br> 1 credit recovery<br> 2 CTAE business class<br> 1 Reading Intervention | | | levels (Scholastic Reading Inventory)<br><br>Updated library fiction books are also necessary to appeal to student reading interests and Lexile levels as well as nonfiction and reference to update research needs |

Activities and Practices that Support Literacy

MCHS is focusing on activities and best practices that support literacy, but professional learning and materials are needed. Many teachers utilize a word wall, but still see difficulties among students in retaining acquired vocabulary or applying it in different situations. Once students decode words and read for information, students have difficulties in moving to thinking analytically and inferentially. Professional learning is needed to more effectively prepare students.

| Activities that Support Literacy | Intervention programs | Additional strategies needed to ensure student success |
|---|---|---|
| Classroom practices:<br> • Word Walls<br> • Graphic Organizers<br> • Word Maps<br> • Flash Cards<br><br>Media Center:<br> • Monthly Themes<br> • Contests<br> • Student Book Reviews | Fast ForWord (target: students with low Lexile score on 8th CRCT or teacher recommendation) | • Diagnostic testing to assess the reading level of students (Scholastic Reading Inventory)<br><br>• Best Practices and Standards-Based Instruction training for all teachers (literacy in the content areas, vocabulary instruction) |

| | | | |
|---|---|---|---|
| • Book Talks<br>• Book Fair | | | |

Proposed Resources

Along with a need for more text in the form of magazines, newspapers and books, is the need for those interactions with text to be taught and shared. Point to point document cameras would enable teachers and students to display text in real-time as they are writing on it to share with the class. For example, a teacher could model annotating text for literary analysis or for active reading while the class watches, followed by students visually sharing those annotations with the class. Jigsaw reading could be enhanced if students can see what their classmates are discussing rather than just listening.

Proposed Resources Funded by SRCL and Alignment with Needs Assessment, Data, and Root Cause

| Proposed resources | Needs Assessment | Data | Root Cause |
|---|---|---|---|
| 1. Professional Learning to support CCGPS literacy standards (Lexiles, vocabulary, CCGPS literacy) | Building Block 6 (Professional Learning)<br><br>#25 Preservice education prepares teachers for literacy instruction<br>Avg. 2.83<br>3 responded Not Addressed<br><br>#26 In-service personnel participate in ongoing professional learning in all aspects of literacy instruction<br>Avg 3.09 1 responded Not Addressed<br><br>#6 Literacy instruction | Current student Lexile levels are below those recommended by CCGPS<br><br>Deficiencies on SAT, ACT, AP, College readiness, ELA EOCTs<br><br>Teacher Professional Learning (SAI) survey<br><br>Teacher questionnaires and interviews | 1.Professional Learning<br><br>Lack of funding for professional leave and substitutes for teachers to attend professional learning for a full day or off-site.<br><br>2. Continuity of Instruction<br><br>Teachers need more strategies to aid with reading comprehension in content areas and to aid students with vocabulary, reading fluency, and |

| | | | |
|---|---|---|---|
| | is optimized in all content areas Avg 2.81 1 responded Not Addressed | | engagement and motivation. |
| 2. Materials to support CCGPS literacy standards and to ensure student access to diverse text (media center, classroom libraries, document cameras, magazine and journal subscriptions for content areas, tablets, student highlighters) | #6 Literacy instruction is optimized in all content areas Avg 2.81 1 responded Not Addressed | Current student Lexile levels are below those recommended by CCGPS  Deficiencies on SAT, ACT, AP, College readiness, ELA EOCTs  Teacher questionnaires  Classroom and media center inventory analysis | 2. Continuity of Instruction  Teachers need more materials to aid with reading comprehension in content areas and to aid students with vocabulary, reading fluency, and engagement and motivation. |
| 3. Diagnostic program to assess student Lexile levels (Scholastic Reading Inventory) | #11 and #12 An infrastructure/system for ongoing formative and summative assessments is in place 2.96 average | All student Lexile levels are below those recommended by CCGPS  Deficiencies on SAT, ACT, AP, College readiness, ELA EOCTs | 2. Continuity of Instruction  Teachers need more formative data concerning student Lexile levels to aid with reading comprehension in content areas and to aid students with vocabulary, reading fluency, and engagement and motivation. |

Proposed Technology Purchases

Proposed technology purchases include access to the Scholastic Reading Inventory, online subscription databases, document cameras, and tablets.

| Technology | RTI | Student Engagement | Instructional Practices | Writing |
|---|---|---|---|---|
| Diagnostic program to assess student Lexile levels (SRI) | Identify and provide scaffolding, more intensive tier interventions for struggling readers | Presenting the accurate level of challenge in text selection may engage students | Identify and provide scaffolding, more intensive tier interventions for struggling readers<br><br>Identify Lexile level to present greater challenges for proficient readers | Knowing an accurate Lexile level on each student can help with writing |
| Online Subscriptions Periodicals/ Databases | Provide students with access at home for study | Provide students with access at home for further reading or for those who prefer technology | Provide students with more access to diverse text | Offer students more resources for assignments and research |
| Document Cameras | Will provide both visual and auditory reinforcement for multiple learning styles<br><br>Can easily share and save work<br><br>Easier to create embedded glossaries for struggling readers | Will provide both visual and auditory reinforcement for engagement | Will provide both visual and auditory reinforcement for engagement and multiple learning styles<br><br>Can easily share and save work for comparison of exemplars and instructional practices in collaborative planning | Can easily save exemplars and share writing tips in real-time creation<br><br>Offer immediate commentary and feedback |
| Tablets | Provides dictionary, highlighter, text increaser, text to speech, and other supportive tools | Most students prefer technology use over paper and pencil | Provides dictionary, highlighter, text increaser, text to speech, and other supportive tools | The more text the students comprehend, the better they will write |

| | in a discreet manner | | to many students at once | |
|---|---|---|---|---|

Alignment Plan for SRCL and Other Funding

| Striving Reader | Other Revenue Sources |
|---|---|
| Goal: All faculty will become proficient in the instruction of disciplinary literacy.<br>Goal: All faculty will have the necessary resources and support for the instruction of disciplinary literacy.<br>• Professional development on literacy instruction<br>• Purchase technology for classrooms that assist with literacy (tablets, document cameras)<br>• Supplies for classroom use in teaching of literacy (for student use)<br>• Books and periodicals for classroom use and media center<br>• Substitutes and stipends for professional development on literacy instruction<br>• Textbooks (print or digital)<br>• Supplies for cataloguing new materials | **Title I, Part A**<br>• Improve parental and community involvement<br>• Instructional coach<br>• Benchmark development and online program<br>• Odyssey credit recovery program<br>• Fast ForWord<br>• Study Island<br>• Supplies<br>• After school tutoring<br>• Professional development on standards-based instruction, best practices, and Learning-focused schools<br>• Technology |
| | **Title I, Part C**<br>• Supplies for migrant population<br>• Migrant coordinator |
| | **Title II A**<br>• Instructional coach<br>• Reimbursement for certification exams<br>• Teacher recruitment<br>• Professional development on differentiated instruction<br>• Evaluation training for administrators |
| | **Title III A**<br>• Books and supplies for ELL population<br>• Teacher training on ELL |
| | **IDEA Part B**<br>• Achievement Series (online benchmark data program)<br>• Odyssey |

| | |
|---|---|
| | <ul><li>Staff development for core content areas</li><li>RTI</li><li>Differentiated instruction</li></ul> |
| | **State Funds**<ul><li>Salaries</li><li>Textbooks</li><li>Supplies</li><li>Professional Learning</li></ul> |
| | **Local Funds**<ul><li>Salaries</li><li>Textbooks</li><li>Operations</li><li>Technology</li><li>Travel (in-county)</li></ul> |
| | **Homeless Education**<ul><li>School supplies</li><li>Training for homeless liaison and social worker</li><li>Travel for tutoring</li></ul> |

| Professional Learning Activities That Staff Have Attended In the Past Year | | |
|---|---|---|
| Topic | Hours | % Of Staff Attended |
| Poverty Training | 3 | 100% |
| Questioning Techniques | 1 | 100% |
| Lesson Plan Training | 1 | 100% |
| De-escalation Training | 16 | 100% |
| DOK Training | 15 | 100% |
| CCGPS Webinars | 111 | 100% |
| Thinking Maps Training | 16 | 8.5% |
| Fast ForWord | 64 | 2% |
| Differentiated Instruction in the Social Studies Classroom | 8 | 11% (entire SS dept) |
| Formative and Summative Assessments (Social Studies) | 8 | 2% |
| GHSGT-How Questions are Written (Social Studies) | 8 | 2% |
| CCGPS – Literacy Standards Training | 1 | 100% |
| Introduction to PARCC | 1 | 100% |
| Lexile Training | 1 | 100% |
| Differentiation Training | 1 | 100% |
| Book Study – *Teaching With Poverty In Mind* | 1 | 100% |

Professional Learning Needs

The Literacy Team reviewed Murray County High School's 2012 SAI Professional Learning Survey, LoTi priority areas, Literacy Needs Assessment and other sources of survey data to create this chart.

| On-going Professional Learning | Additional Professional Learning Needs (SAI & LoTi Surveys) | Professional Learning Needs As Identified in the Needs Assessment and How Documents |
|---|---|---|
| • Learning Focused Teaching Model <br><br> • Poverty Training <br><br> • Standards-Based Instruction Training <br><br> • Depth of Knowledge Training | • Teacher training on strategies for RTI, differentiation and intervention with a focus on strategies and materials to support the struggling reader within the classroom while challenging the proficient reader to move toward college readiness. *(SAI 59)* | • Professional learning for administrators, mentors, and faculty on disciplinary literacy. *(Item 25. Preservice education prepares new teachers for all aspects of literacy instruction including disciplinary literacy in the content areas. AVG 2.83)* <br><br> • Targeted professional learning on CCGPS, which |

| | | |
|---|---|---|
| • Todd Whitaker's "What Great Teachers Do"<br><br>• Jensen's Understanding Poverty<br><br>• Technology training for basics and unit integration<br><br>• CCRPI training<br><br>• TKES (Teacher Keys Evaluation System) training<br><br>• Common Core literacy standards | • Assistance in creating a schedule that allows for collaborative planning and peer observations during the instructional day (SAI 19, 29, 53, 23, 34)<br><br>• Opportunities for teachers to learn how to use technology for instruction, specifically in individual student use of technology (SAI 11, LoTi) | is revised yearly based on student and teacher needs. *(Item 26. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. AVG 3.09)*<br><br>• Designate and utilize experts within the school to train and support colleagues*(Item 26. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. AVG 3.09)*<br><br>• Research and select effective universal screening <u>and</u> Provide training in administering and interpreting results of assessments in terms of literacy (Lexiles, SRI specifically) *(Item 11 & 12 An infrastructure/system for ongoing formative and summative assessments is in place and used to determine the needs for and the intensity of interventions and to evaluate the effectiveness of instruction. AVG 2.96, 3.04 Item 26. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. AVG 3.09)*<br><br>• Develop an online professional learning library for faculty*(Item 26. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. AVG 3.09)* |

| | | |
|---|---|---|
| | | • Ensure yearly training occurs to "catch up" new faculty members*(Item 26. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. AVG 3.09)*<br><br>• Continue program-specific professional learning for new and experienced teachers*(Item 26. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. AVG 3.09)* |

Technology Needs

| LoTi Goals (in order of priority) |
|---|
| 1. Student Learning and Creativity |
| 2. Professional Growth and Leadership |
| 3. Digital-Age Work and Learning |
| 4. Digital-Age Learning Experiences and Assessments |
| 5. Digital Citizenship and Responsibility |

Needs Determined by Teacher Surveys

Much more professional learning has been requested by the faculty on best practices in instruction, student technology, and standards-based instruction. Needs have been expressed in strategies for the teaching of reading comprehension and analytic thinking, improved vocabulary instruction, creating PARCC aligned questions, and the use of rubrics and exemplars.

Process for Measuring the Effectiveness of Professional Development

Teacher surveys; classroom observations, and student achievement data will be used to evaluate the effectiveness of professional development offerings. Teachers complete a

comprehensive SAI survey at the end of each year concerning professional development. In addition, they will complete specific evaluations for each professional session attended as ticket out the doors or as summaries when applicable. The instructional coach will conduct awareness walks looking for specific skills after faculty are trained. The Leadership Team will evaluate all student achievement data in the summer to determine the effectiveness of the professional development offerings and to make suggestions for future professional learning offerings.

| | |
|---|---|
| MCHS will extend the assessments protocol beyond the grant period. | • MCHS will continue to adhere to currently established district-wide assessment protocols derived from the GPS and CCGPS. This will provide teachers with appropriate diagnostic information to identify and facilitate students' strengths and weaknesses. |
| MCHS will develop community partnerships to assist with funding. | • MCHS conducts multiple needs assessments to collect stakeholder feedback pertaining to literacy needs. MCHS holds regular funding initiatives involving stakeholders. Collaborative partnerships with local organizations such as ADK supplement funds. |
| MCHS will expand lessons learned. | • The Curriculum Instructional Facilitator (CIF) will redeliver training and enrichment lessons to teachers.<br>• Literacy trainings from information learned from the SRCLG will be offered for teachers so they can keep abreast of current trends and teaching strategies.<br>• Professional development courses in the areas of literacy, writing, technology integration, and RTI implementation will be offered. |
| MCHS will extend the assessment protocols. | • MCHS is committed to maintaining the current assessment protocol established by the Murray County Board of Education. Teachers will continue collecting data through screening, progress monitoring, and formative and summative assessments. The academic coach currently monitors and will continue to monitor RTI, County Benchmark, OAS, and EOCT school-wide data. |
| MCHS will train new system employees. | • Trainings will be offered throughout the school year at MCHS as well as district-wide, so that new teachers will have opportunities to benefit from the SRCLG information and findings. Teacher mentors will be established at fitting grade levels / content areas to ensure that new teachers are prepared to appropriately incorporate all aspects of literacy instruction across the curriculum. MCHS will continue to provide ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas. |
| MCHS will maintain technology after funding has ended. | • The Murray County School (MCS) Technology Department maintains a strong infrastructure.<br>• MCHS will continue to have a part-time Technology Technician, part of the district-wide technology team, who will support our school with hardware and instructional technology needs.<br>• Insurance and site licenses will be maintained by MCS.<br>• MCHS will follow the MCS Technology Plan to address infrastructure upgrades and replacement needs as new materials are integrated into the school. |

| | |
|---|---|
| | • To ensure that teachers maintain cutting-edge technological skills, MCHS administrators and teacher leaders will attend technology integration professional learning. This, in turn, will allow teachers to continuously apply 21$^{st}$ century learning practices during instruction. |
| MCHS will maintain on-going professional learning after funding has ended. | • MCHS will continue using the Georgia DOE's Striving Literacy Resources.<br>• MCHS will incorporate research-based, data-driven professional learning.<br>• MCHS will provide leadership opportunities for teachers to model tiered literacy instruction<br>• MCHS teacher leaders will train new teachers |
| MCHS will ensure new teachers receive professional learning after funding has ended. | • MCHS offers a mentoring program for new teachers to offer support, resources, and advice. Each new teacher is assigned an individual mentor who is a veteran teacher within the particular content area.<br>• MCHS teacher leaders will train new teachers |
| MCHS will ensure print materials are replaced when necessary. | • Title I funds will continue to be efficiently utilized to replace print materials when necessary.<br>• Fiscal resources generated from various fundraisers and donations will help supplement and support print material needs. |
| MCHS will expand the lessons learned through the SRCL project with other schools and new teachers to the LEA. | • MCHS will continue to collaborate effectively with the local RESA to facilitate new learning. Using various modes, MCHS will continue to provide training to new system employees. |

The budget for MCHS's Striving Reader Project focuses on the two areas of concern as determined by the Needs Assessment: Improved Instruction through Professional Learning and Continuity of Instruction. Our overarching need is to improve student literacy through professional learning for the faculty and by purchasing resources to support the continuity of instruction in the classroom.

|  | Amount | Percent of Total Budget |
|---|---|---|
| Instruction | $200,000 | 40% |
| Pupil Services | $0 | 0% |
| Improvement of Instruction Services | $250,000 | 50% |
| Educational Media Services | $50,000 | 10% |
| Support Services-Business | $0 | 0% |

| Georgia Striving Reader Subgrant Budget Breakdown and Narrative | |
|---|---|
|  |  |
| Function Code 1000 - Instruction | Year 1 |
| Object Codes | Amount Budgeted |
| 300 - Contracted Special Instructors |  |
| 610 - Supplies | $30,000.00 |
| 611 - Technology Supplies | $15,000.00 |
| 612 - Computer Software | $35,000.00 |
| 615 - Expendable Equipment | $ 2,000.00 |
| 616 - Expendable Computer Equipment | $50,000.00 |
| 641 - Textbooks | $20,000.00 |
| 642 - Books and Periodicals | $48,000.00 |
| Function Code 1000 - Instruction Narrative: Instructional supplies will include items to facilitate interaction with text: paper, pens, highlighters, post-it notes, pencils, chart tables with easels, large wall-sized post-its, markers, etc. Technology supplies include ink, bulbs, and things that keep devices running. Computer software will include applications for tablets and site licenses. Expendable equipment includes camcorders for student projects and updated monitors to display academic messages throughout the school. Expendable computer equipment includes tablets, carts, document cameras, etc. Textbooks include both print and digital versions. Books and periodicals are class sets of journal and magazines that will be used in the disciplinary areas. | |
| Function Code 2100 - Pupil Services | Year 1 |
| Object Codes | Amount Budgeted |
| 300 - Contracted Services |  |

| | |
|---|---|
| 520 - Student Liability Insurance | |
| 580 - Travel | |
| 610 - Supplies | |
| 641 - Textbooks | |
| 642 - Books and Periodicals | |

Function Code 2100 - Pupil Services Narrative:

| Function Code 2210 - Improvement of Instructional Services | Year 1 |
|---|---|
| Object Codes | Amount Budgeted |
| 113 - Certified Substitutes | |
| 114 - Non-Certified Substitutes | $10,000.00 |
| 116 - Professional Development Stipends | $50,000.00 |
| 199 - Other Salaries and Compensation | |
| 200 - Benefits | |
| 300 - Contracted Services | $45,000.00 |
| 580 - Travel | $20,000.00 |
| 610 - Supplies | $100,000.00 |
| 810 - Registration Fees for Workshops | $25,000.00 |

Function Code 2210 - Improvement of Instructional Services Narrative: Professional learning in literacy strategies will strengthen educators and the curriculum. The PD stipends will be to pay staff for attending Saturday or summer sessions. Contracted services will pay for trainers to come onsite and supplies will pay for books for professional learning communities, flipcharts, and other professional learning supplies.

| Function Code 2220 - Educational Media Services | Year 1 |
|---|---|
| Object Codes | Amount Budgeted |
| 610 - Supplies | $ 2,000.00 |
| 642 - Books and Periodicals | $48,000.00 |

Function Code 2220 - Educational Media Services Narrative: Books and periodicals will update print and digital offerings in nonfiction, fiction, and reference needs of students and faculty. Supplies will be spent to catalog new materials and to advertise and promote materials through displays, flyers, etc.

| Function Code 2500 - Support Services - Business | Year 1 |
|---|---|
| Object Codes | Amount Budgeted |
| 148 - Accountant | |
| 200 - Benefits | |
| 300 - Contracted Services | |
| 580 - Travel | |
| 880 - Federal Indirect Costs | |

| Function Code 2500 -Support Services - Business Narrative: | |
|---|---|
| **Total Budget for Year 1** | $ 500,000.00 |