

# School Profile

Created Thursday, December 05, 2013

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## Page 1

### School Information

School Information   District Name:	Morgan
School Information   School or Center Name:	Morgan County High School

### Level of School

High (9-12)

### Principal

Principal   Name:	Dr. Jim Malanowski
Principal   Position:	Principal
Principal   Phone:	706-752-4900
Principal   Email:	jim.malanowski@morgan.k12.ga.us

### School contact information

(the persons with rights to work on the application)

School contact information   Name:	Jean McIntosh Torbett
School contact information   Position:	Assistant Principal
School contact information   Phone:	706-752-4900
School contact information   Email:	jean.mcintoshtorbett@morgan.k12.ga.us

### Grades represented in the building

example pre-k to 6

9-12

### Number of Teachers in School

64

### FTE Enrollment

987

# 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: Wayne K. Myers

Position/Title of Fiscal Agent's Contact Person: School Readiness Coordinator

Address: 1065 East Avenue

City: Madison Zip: 30650

Telephone: ( 706 ) 752-4600 Fax: ( 706 ) 752-4601

E-mail: wayne.myers@morgan.k12.ga.us

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

Ralph M. Bennett, Jr., Superintendent

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

December 5, 2013

Date (required)

# Preliminary Application Requirements

Created Thursday, December 05, 2013

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## Page 1

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

SRCL General Information Packet-Cohort 3

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

- 
- Yes
- 

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

SRCL Scoring Rubric-Cohort 3

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

- 
- Yes
- 

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

SRCL Required Assessments Chart

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

- 
- Yes
- 

## Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

- 
- I Agree
- 

## 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](mailto: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.

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• I Agree

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# Grant Assurances

Created Monday, December 09, 2013

Updated Thursday, December 12, 2013

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## Page 1

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

- 
- Yes
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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.

- 
- Yes
- 

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

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

- 
- Yes
- 

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.

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

- 
- Yes
- 

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

- 
- Yes
- 

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.

- 
- Yes
- 

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

- 
- Yes
- 

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.

- 
- Yes
-

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.

- 
- Yes
- 

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

- 
- Yes
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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."

- 
- Yes
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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.

- 
- Yes
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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.

- 
- Yes
- 

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.

- 
- Yes
- 

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

- 
- Yes
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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.

- 
- Yes
-

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).

- 
- Yes
- 

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.

- 
- Yes
-



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

- 
- Yes
- 

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.

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- Yes
- 

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.

- 
- Yes
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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.

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- Yes
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## **LEA Narrative**

### **History**

Since 1995 the mission of the Morgan County Charter School System (MCCSS) is to ensure that all students will be successful in their learning and personal development through a system characterized by a challenging, personalized educational program encompassing advanced technology; extensive community and parental involvement; quality resources; an exemplary staff; and a safe and caring environment.

### **Demographics**

MCCSS serves approximately 3300 students supported by approximately 300 certified faculty and staff members. The system is organized around five Morgan County Schools: Primary School, Pre-K-2; Elementary School, 3-5; Middle School, 6-8; High School, 9-12; Alternative School, Grades 6-12. The MCCSS is located in Morgan County which has a total population of 17,876 with 71.2% white; 24.2% Black; and 4.6 % other. The median household income is \$46,176, slightly higher than the State average, and 16.5 % of county residents live in poverty (with 25.4% of children living in poverty). The current percentage of participation in free and reduced lunch program is

### **Current Priorities**

**Common Core Georgia Performance Standards** – Implementation of the Common Core Georgia Performance Standards continues to be a focus for all Morgan County Schools. In addition to the implementation, we are working to vertically align our assessments so they reflect a logical, consistent order for teaching the content from one grade to the next. Vertical articulation of priority standards, units of instruction, assessments, data, and vocabulary will be a priority as we continue to implement the CCGPS.

**Cognitive Rigor** – Developing a shared understanding of the concept of cognitive rigor and how to apply Depth of Knowledge to instructional tasks, assessments and questions is another priority for our MCCSS.

**Systematic/Focused Process for School Improvement Planning** – We are implementing a process (GLISI framework) to create a performance culture in our system/schools which centers on student achievement and success. This requires a systematic and systemic approach to managing organizations, teams and individuals. Our work will focus on team development, data analysis, root cause analysis, identification of solutions, and measuring and monitoring: forming the basis for continuous improvement in our schools.

**Implementation of Measures of Academic Progress** – Implementation of MAP is a focus for Morgan County Schools. MAP assessments provide detailed, actionable data about where students are on their learning path, and it provides activities/lessons aligned to what students are ready to learn. MAP offers fully adaptive tests that produce a true measure of student growth and achievement. It allows our system to measure growth over time and creates instructional groupings.

**Working on the Work** - MCCSS is implementing Working on the Work to better engage students in their learning. Working on the Work is a framework of ten lesson qualities based on the research on student engagement and provides the protocols for teachers/administrators to more effectively plan for student learning and analyze student learning in light of the plan. Morgan County Primary and Morgan County Elementary are aligning their work to include Working on the Work Design Qualities.

**Differentiated Instruction** - MCCSS continues to focus on differentiation as units of instruction, aligned to CCGPS, are being developed. MAP data will be used to differentiate for student achievement.

**School Readiness Initiative** - The purpose of the initiative is to ensure all children living in Morgan County will be ready to enter kindergarten and be successful. The initiative brings together all of the individuals who are involved in the preparation of children for school: children, parents, preschools, social service agencies, and the MCCSS.

### **Strategic Planning**

MCCSS completed a new five year strategic plan, adopted by the BOE, September, 2012. Plan completion involved community engagement session; stakeholder survey; planning teams; and action teams. The plan incorporates five Strategic Goal Areas and 15 Performance Objectives. All other system action plans must be aligned with this new plan.

### **Current Management Structure**

MCCSS operates a traditional school system management structure with staff administering the policies and procedures approved by an elected school board. The MCCSS is structured to provide site-based management through the creation of School Governance Councils.

### **Past Instructional Initiatives**

Morgan County has an active Instructional Leadership Council (ILC) comprised of central office administrators and school-level instructional leaders for over ten years. Past (some continue to be on-going) instructional initiatives steered by this group include choosing a universal screener for reading, understanding and applying the *Response to Intervention* process, utilizing progress monitoring, unpacking the Common Core Georgia Performance Standards, implementing Measures of Academic Progress, Lexia and Compass, closing the achievement gap between

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

### **Literacy Curriculum**

Faculty and staff have unpacked standards and spent hours developing units of instruction to determine the expectations for teaching and learning. Units are developed with research-based instructional strategies and are aligned to standards. Schools are working to develop curriculum maps which identify what is being taught, when it is taught as well as identifying priority standards. Priority standards have been identified and assessments are being developed to increase cognitive rigor using Depth of Knowledge. The schools have also increased the amount of time devoted to literacy instruction, both within the school day and after-school. This has been accomplished through the flexibility granted each school as a charter school.

### **Literacy Assessments**

MCCSS engages in a rigorous assessment of students. The assessment system includes the use of national, state, and local measures. Assessment instruments include criterion-referenced tests (CRCT, EOCT, GHSGT), and limited performance based measures (GKIDS, writing Assessments, DRA). In addition, schools are expanding their literacy assessment with the effective utilization of formative and summative measures of student learning using Depth of Knowledge to increase cognitive rigor. Universal screeners in reading and math are utilized to identify students who may need further assessment. Measures of Academic Progress is used in grades K-10 which provides the instructional level, growth over time and information to target

individual instruction. Teachers analyze data to determine strengths and weaknesses of their students to plan engaging instruction.

### **Need for a Striving Reader Project**

Morgan County has given each site the freedom, responsibility and support needed to make the growth, evidenced by CRCT results, a reality. Within this structure, the system has not provided as much coordination of programs between school sites. The project as designed through a cooperative effort between the Middle and High will begin the process of bridging the gap between the instructional and assessment programs of the two school building. This effort, supported by the grant funding, will provide for more successful school to school to system alignment. Additionally, the MCCSS was fortunate to receive Striving Reader funding for both the Primary and Elementary Schools during the past school year. This opportunity has created a clear focus on supporting professional learning, expanding technology, and literacy support material development throughout the lower grades. Furthermore, the system has sustained a cooperative, working relationship with the local preschool providers, especially, with programs serving prekindergarten students. However, in recognition of the fact that much of a child's brain development is completed by the time of school entry, it is imperative that the all children have the opportunity to develop the needed pre-literacy skills. With a system in place for children to have their individual needs met from birth to twelfth grade, there is no doubt that the percentage of children who exceed will grow significantly over the course of the activities described in this application.

**District Management Plan and Key Personnel**

All of the management team listed will work together to develop an implementation plan related to the goals and objectives of the Middle and High School projects. The team will integrate this plan into the existing plan for the currently funded Striving Reader grants for Birth through 5<sup>th</sup> grade to provide a seamless and consistent approach to literacy instruction across all grade levels. The system will also contract for a grants manager (one day per week) to coordinate the activities of this management as related to the Birth through 12<sup>th</sup> grants.

Responsibility	Individual Responsible	Supervisor
System-level Coordinator	Jean Triplett, Assistant Superintendent for Teaching and Learning Contracted grants manager	Ralph Bennett, Superintendent
Site-Level Coordinator	Wayne Myers, Early Learning Betsy Short, Principal, MCPS Robbi Jordan, Instructional Lead Teacher, MCES Patty Baldwin, Assistant Principal, MCMS Jean McIntosh Torbett, Assistant Principal, MCHS	Ralph Bennett, Superintendent Ralph Bennett, Superintendent Ty Snyder, Principal, MCES  Lydia Norburg, Principal, MCMS Jim Malownaski, Principal, MCHS
Purchasing	Erin Peters, Purchasing Clerk	Pam McWilliams, Finance Director
Professional Learning Coordinator	Jean Triplett, Assistant Superintendent for Teaching and Learning	Ralph Bennett, Superintendent
Assessment Coordinator	Jean Triplett, Assistant Superintendent for Teaching and Learning	Ralph Bennett, Superintendent
Technology Coordinator	Jay Cawley, Technology Director	Ralph Bennett, Superintendent
Finance Director	Pam McWilliams, Finance Director	Ralph Bennett, Superintendent

Overall leadership of the grant effort will be provided by the Assistant Superintendent for Teaching and Instruction, who is responsible for the PreK-12 curriculum, the assessment program, and the professional learning program. All of the individuals who have been involved

## Morgan County Charter School System - LEA

in the development of the Literacy Plan will be involved in the implementation of any SRCL grant funds received. These individuals have attended all training and information sessions related to the preparation of the grant application, including the needs assessment, establishing goals and objectives, and determining needed resources and professional learning. These individuals are knowledgeable and clearly understand the plans as outlined in this grant application. These individuals will be involved with budget development and performance plans for the SRCL grant based on actual grant allocations and the prioritized resources and best practices included in the grant application. The SRCL implementation plan is coordinated with the system's Strategic Plan which was updated in the 2012-13 school year and aligns with the Strategic Plan's five goal areas (aligned with Vision for Public Education in Georgia): student achievement; community & school relationships & engagement; climate; continuous development; and operational effectiveness. Quarterly meetings will be held with the grant leadership group (system-level and site-level coordinators), more frequently as needed, to monitor project effectiveness and implementation.

The System's Senior staff has been conducting monthly meetings with all consultants hired for SRCL grants at the Primary and Elementary School for continuity of effort between the two buildings which will be expanded to include all school buildings if the Middle and High School receives SRCL funding.

All purchases, contracts, agreements, etc., which are required for the implementation of the grant will be handled according to established system procedures for financial obligations. Purchases will follow the process of purchase request (signed by the requesting person and that person's supervisor); approval of the system-level coordinator; and the superintendent. Periodic reviews



Morgan County Charter School System - LEA

budget and expenditure alignments will be completed with the contracted grants manager and the Finance Director.

**Experience of the Applicant**

Morgan County Charter School System has a history of sound fiscal management. Each year, the school system is audited by the Georgia Department of Audits and Accounts. As illustrated by the charter below, no findings were cited for FY 2010-12. The 2013 audit has not been completed.

**Audit Table**

<b>Project Title</b>	<b>Funded Amount</b>	<b>Fiscal Year</b>	<b>Audit?</b>	<b>Audit Findings</b>
Charter Schools-Federal-Implementation Grant (CFDA#84.282)	\$200,000	2010	YES	No Findings
Title III-A, Immigrant (CFDA #84.365)	\$4,658	2010	YES	No Findings
Title VI-A1, Safe and Drug-Free Schools and Communities (CFDA #84.186)	\$13,728	2010	YES	No Findings
Education Job Fund	\$678,442	2011	YES	No Findings
Title II-D, Enhancing Educe Through Tech-Ed Tech Formula Grant (CFDA #84.318)	\$175	2011	YES	No Findings
Title III-A, Limited English Proficient (LEP) (CFDA #84.365)	11,043	2011	YES	No Findings
Title IV-A1, Safe and Drug-Free Schools and Communities (CFDA #84.1860)	\$6,898	2011	YES	No Findings
Education Job Fund	\$8,182	2012	YES	No Findings
Title II-A, Advanced Placement Grant	\$1,400	2012	YES	No Findings
Title III-A, Limited English Proficient	\$10,378	2012	YES	No Findings
Title VI, rural and Low Income Schools	\$75,993	2012	YES	No Findings

**Capacity for Financial Management**

As evidenced by past audit results, MCCSS has established an effective internal system for financial management. The system has a finance director who has a staff consisting of a payroll clerk, purchasing clerk, and an internal audit control person. This staff is responsible for insuring all expenditures are aligned with the program/grant guidelines, expended as budgeted, and are allowable expenditures for each program/grant. The system requires prior approval before the finance department can or will issue a purchase order or complete any contractual

agreements. The system is based on an initial request for the expenditures, which must be approved by a supervisor, a grant/program administrator, and the superintendent.

### **Sustainability of Past Initiatives**

The system has been successful in sustaining technology, primarily initiated with grant and/or local donor funding, as well as ELOST. The system has committed local and state funds to maintain technology efforts through a full-time staff which consists of a director, a technician, and a trainer, coordinated with school-level curriculum staff. The trainer coordinates with school-based technology staff to make sure all new teachers are trained and all teachers receive update training as needed. Several initiatives, differentiated instruction, formative and on-going assessment, and Working on the Work have been successfully integrated into the daily operation of the schools. These initiatives are supported by school-level efforts; instructional lead teacher, collaborative teaching teams, and local professional development.

### **Internally-funded Initiatives**

The system has been successful in the implementation of several initiatives which are currently being funded with local and state funding. The System School Governing Council Leadership Team is composed of chairs of each school's School Governing Council, each principal, and the System's Senior Leadership staff. The chairs are being trained to assume more and more responsibility at their individual schools, according to our system Charters. The system has also internally funded the development and implementation of a universal screener as common formative data source from school to school. Starting last spring, MAP (Measure of Academic Progress) was implemented and teachers are learning to use the data to drive instruction. The results are linked to one of our individualized software programs, available in Primary, Elementary and Middle Schools. As part of the school system continued to support of

## Morgan County Charter School System - LEA

professional development for data-driven instruction, the system has committed resources to staff participation in GLISI (Georgia Leadership Institute for School Improvement), training leaders how to use data in order to analyze root causes and develop SMART goals for improved student outcomes.

## **Morgan County High School Narrative**

Morgan County Charter High School (MCHS) serves 987 students in grades 9 – 12 and is the only high school in the county of almost 18,000 residents. Located in Madison, the county seat of Morgan County, MCHS has a rich tradition of excellence and is dedicated to preparing all students for success. Geographically, Morgan County covers 347 square miles. As an evolving bedroom community for Athens and Atlanta, a segment of our students come from upper and middle-class families; a significant segment of our students represent working class families, with many living below the poverty line. The MCHS student body is very diverse, in all respects. The mission of MCHS is to provide our diverse student body meaningful learning opportunities, as we prepare all students to meet the challenges of an ever-changing world as lifelong learners and contributing members of society.

MCHS is united by this mission and the belief that all students can learn and all students are special and deserving of personalized instructional consideration. These beliefs have been the catalyst over the years in the evolution of smaller learning communities dedicated to ensuring all students do indeed learn and are given opportunities for personalized instruction. Specific programs/courses active in supporting that mission at MCHS include the International Baccalaureate Program, Advanced Placement courses, Freshman Academy, Career-Based Instruction, dual enrollment opportunities, and Pathway Programs.

MCHS Administration is always looking for ways to support faculty endeavors and is committed to investigating and supporting evidence-based literacy instruction in our school. The primary focus of the 2013-2014 school-based professional learning plan (PLP) is to ensure an effective transition to and implementation of the Common Core Georgia Performance Standards (CCGPS). The Administration at MCHS shares the belief of the Georgia Literacy Task Force (GLTF) that content literacy is a goal for each of our students. The Administration supports the GLTF's definition of literacy and the achievement goals of communicating effectively; thinking and responding critically; and accessing, using, and producing multiple forms of information, as noted in "The Why" of *Georgia's Literacy Plan*.

Ongoing support of teachers as they roll out the CCGPS is of paramount importance to the MCHS Administration, and ongoing CCGPS training is at the forefront of PL initiatives. Most school-based professional learning is conducted during Thursday Teacher Time (T3). This innovative use of time and personnel is a hallmark of MCHS.

MCHS teachers are given a unique opportunity for professional learning during T3. Each Thursday morning, students have a late arrival time (8:45 a.m.), so teachers have an opportunity to collaborate for 75 minutes. The MCHS Leadership Team (comprised of

department heads and other school leaders), along with administrators, collaborates to identify the professional learning activities for the T3 schedule. T3 sessions, which take place from 7:30 a.m. – 8:45 a.m. include:

- Curriculum Partners: Teachers with common preparation(s) meet to collaborate on instruction, establishment of standards-based classrooms, and CCGPS implementation
- Small Group Collaboration: Teachers in common programs, i.e. IB, AP, Freshmen Academy, etc., meet to plan interdisciplinary lessons, common assessments, etc.
- Departmental Collaboration: Departments meet to discuss their work and goals
- Whole Faculty Meetings: Teachers participate in professional development sessions, i.e. differentiation, CCGPS, etc.

MCHS’s creative schedule is recognized throughout the region as a model of effective utilization of time and personnel. The weekly schedule follows:

### 2013-14 MCHS Daily Bell Schedule

#### Monday/Tuesday/Friday

Period	Time	
1 <sup>st</sup> (MHTV 8:05-8:20)	8:05-9:10	
2 <sup>nd</sup>	9:15-10:05	
3 <sup>rd</sup>	10:10-11:00	
4 <sup>th</sup>	11:05-11:55	
5 <sup>th</sup> and lunch	<i>Grade 9</i> 12:00-12:25 (lunch) 12:30-1:20 (5 <sup>th</sup> )	<i>Grades 10-12</i> 12:00-12:50 (5 <sup>th</sup> ) 12:55-1:20 (lunch)
6 <sup>th</sup>	1:25-2:15	
7 <sup>th</sup>	2:20-3:15	

#### Wednesday

Period	Time	
1 <sup>st</sup> (MHTV 8:05-8:20)	8:05-9:45	
3 <sup>rd</sup>	9:50-11:10	
Enrichment and lunch	<i>Grade 9</i> 11:15-11:40 (lunch) 11:45-12:20 (Enrichment)	<i>Grades 10-12</i> 11:15-11:50 (Enrichment) 11:55-12:20 (lunch)
5 <sup>th</sup>	12:25-1:45	
7 <sup>th</sup>	1:50-3:15	

### Thursday

Period	Time	
<b>T3</b> (Dedicated PL time)	7:30-8:45	
2 <sup>nd</sup> , “late-in” for students (MHTV 8:55-9:10)	8:55-10:35	
4 <sup>th</sup>	10:40-12:00	
Enrichment and lunch	<i>Grade 9</i> 12:05-12:40 Enrichment 12:45-1:10 Lunch 1:15-1:45 Enrichment	<i>Grades 10-12</i> 12:05-12:30 (lunch) 12:35-1:45 (Enrichment)
6 <sup>th</sup>	1:50-3:15	

Unique and renowned components of the schedule are two-fold and beneficial for students and teachers, with the goal being student success; the components include (see highlighted areas in daily bell schedule above):

- 1) Teachers participate in T3 weekly; as noted above, this is dedicated, uninterrupted professional learning time for teachers.
- 2) Students are provided 2 enrichment periods each week (35 minutes / 70 minutes). The Enrichment class is multifaceted and can be used as a time for students to receive remediation, credit recovery, extra tutoring, and a time to retake missed standards, or review for standardized tests.

The creativity and flexibility in the daily schedule at MCHS has enabled us to maximize the productivity of the school week through the Enrichment classes because they can literally be tailored to the individual needs of students for all ability levels.

In our building, we are consistently examining data in an effort to ensure we are delivering instruction each student needs. We have multiple data sources and have begun to rely heavily on the plethora of data available on the State Longitudinal Data System (SLDS) as a source of student data as well as Measures of Academic Progress (MAP) data (used district wide). The *Georgia Literacy Plan: The “Why”* supports the use of longitudinal data: “By facilitating the collection and use of high quality student-level information, these systems potentially provide both a way to use data more effectively and to improve the way schools function from the policy level to that of the classroom.”

Our district is working with Georgia Leadership Institute for School Improvement (GLISI) to create a performance of culture within each school. Our Superintendent asserts that “creating a performance culture requires a systematic and systemic approach to managing the performance of organizations, teams, and individuals.” High Performance Professional Learning Communities (HPPLC) are in place at each school in the district; at MCHS, we have 12 teachers and administrators serving on the HPPLC. This group is being trained and then will lead the effort in creating a performance culture where data analysis and data driven instruction improve the way MCHS functions.

While MCHS has achieved much success and has provided an innovative schedule for students and teachers in order to ensure optimal instruction and student achievement, we are always looking for ways to get better. As our Striving Reader Comprehensive Literacy Grant (SRCLG) application will show, our students have made improvements in most areas on End Of Course Tests (EOCT) over the past 3-year period. Our graduation rate, during that same period, has fluctuated. While we are improving in both, our goal is for all MCHS students to succeed; this data shows that not all are succeeding. With the rigor of CCGPS, our teachers and students are challenged to perform at even higher levels to prepare for college and careers readiness. Our staff identified the lack of literacy materials and availability of technology as our greatest needs in meeting this challenge.

MCHS is committed to excellence and supporting all students. The faculty demonstrate daily the beliefs that all students can learn, school can provide a safe and supportive environment, learning is enhanced by positive relationships between all stakeholders, and every student deserves personalized instruction that is rigorous and relevant to his/her post-secondary plan. We feel that SRCLG funding will be invaluable to us in our efforts to prepare students to meet the challenges of an ever-changing world as lifelong learners and contributing members of society.



**Morgan County High School Literacy Plan**

In our Literacy Plan, “The How” document was used to guide the direction we would take in seeking to become fully operational over time. We have utilized the “Planning” element in creating our plan and will continue to use the items there to guide our Literacy Plan, as we extend and perfect it. The ongoing development of the Literacy Plan will be guided by all “Planning, Implementing, Expanding and Sustaining” elements.

There is a close alignment between our Literacy Plan and the 6 major goals in the Georgia Department of Education Strategic Goals outlined in the “Why”; in fact, every goal and objective in MCHS’s Literacy Plan is compatible with and supportive of the 6 Strategic Goals.

**Building Block 1. Engaged Leadership**

Our school district, guided by our Superintendent’s vision for creating a performance culture, began a partnership in August 2013 with Georgia Leadership Institute for School Improvement (GLISI). At the same time, schools in the district were provided with Measures of Academic Performance (MAP), a tool to measure student performance throughout the school year. Our principal has embraced that vision and guides our High Performance Professional Learning Community (HPPLC) in creating that culture. Echoing our Superintendent’s belief that this is a very substantial commitment, our principal has been instrumental in working with this group to help them understand their role in making continuous improvement a way of life at MCHS. While our GLISI consultant facilitates our initial work, as we become experts in continuous improvement, our principal is at the forefront of the effort; he participates in each meeting and shares the vision of the HPPLC with our entire faculty. The focus of the HPPLC, 12 influential MCHS teachers and all administrators, is literacy. The HPPLC is currently working on 2 SMART goals, both related to improving Lexiles. The principal believes that this improvement and student success will come with effective implementation of the CCGPS, including Common Core Literacy Strategies. The focus of both the School Improvement Plan and Professional Learning Plan is implementation of CCGPS with fidelity. This emphasis on developing units aligned to CCGPS is evidence of engaged leadership. Each week, teachers have a dedicated 75-minute protected block for professional learning related to CCGPS; the sessions cover a range of relevant topics from formative assessment instruction to differentiation. This shared vision for student success starts at the district level, is supported by our principal, and embraced by our teachers.

A.Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school - Needs Assessment: Fully Operational 67%; Operational 17%; Emergent 16%; Not Addressed 0%

The administration:

- participates in all CCGPS Georgia Department of Education webinars and encourages teachers to either participate live or view archived versions. The administration attends CCGPS workshops and allows/encourages teachers to attend. The administration also facilitates an ongoing relationship with local RESA to support transition to and implementation of CCGPS.

<ul style="list-style-type: none"> <li>➤ supports research-based literacy instruction by providing ongoing professional learning opportunities and monitoring implementation in classrooms.</li> <li>➤ provides teachers protected time for collaboration (from “The What” document).</li> </ul>
B.Action: Organize a Literacy Leadership Team – Needs Assessment: Fully Operational 33%; Operational 50%; Emergent 17%; Not Addressed 0%
<p>The literacy team:</p> <ul style="list-style-type: none"> <li>➤ supports a vision for continuous improvement and leads the HPPLC to utilize data to inform instruction (from “The What” document).</li> </ul>
C.Action: Maximize the use of time and personnel through scheduling and collaborative planning – Needs Assessment: Fully Operational 33%; Operational 0%; Emergent 0%; Not Addressed 67%
<p>The administration:</p> <ul style="list-style-type: none"> <li>➤ ensures protected time for teacher collaboration/curriculum partners during weekly T3.</li> <li>➤ optimizes instructional time and resources to include support for literacy instruction (from “The What” document).</li> </ul>
D.Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards – Needs Assessment: Fully Operational 33%; Operational 0%; Emergent 50%; Not Addressed 17%
<p>The administration:</p> <ul style="list-style-type: none"> <li>➤ provides professional learning targeted to literacy/CCGPS and guided Professional Learning Plan &amp; School Improvement Plan.</li> <li>➤ creates goals based on multiple forms of data (from “The What”).</li> </ul>
E.Action: Optimize literacy instruction across all content areas – Needs Assessment: Fully Operational 17%; Operational 17%; Emergent 50%; Not Addressed 16%
<p>The administration:</p> <ul style="list-style-type: none"> <li>➤ encourages teachers to focus on academic vocabulary in all areas and provides access to Tier 2 vocabulary in daily broadcast segment.</li> <li>➤ will provide a schoolwide writing expectation (from “The What”).</li> </ul>
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 Common Core Georgia Performance Standards – Needs Assessment: Fully Operational 17%; Operational 17%; Emergent 16%; Not Addressed 50%.
<p>The administration:</p> <ul style="list-style-type: none"> <li>➤ ensures a schoolwide literacy focus and shared responsibility for literacy instruction through the HPPLC and ongoing focus on CCGPS and Literacy Standards (from “The What”).</li> </ul>
<p><b>Building Block 2: Continuity of Instruction</b></p> <p>The notion that it is the job of only the English Language Arts teacher to embed the teaching of literacy skills in the curriculum is very “old school.” While an antiquated idea to some, there are still many teachers who embrace that belief. Through educating all teachers in professional learning sessions and book studies, it is our goal to have buy-in to the research that shows it is</p>

the job of all teachers to provide literacy instruction, as noted in “The Why”: “Specifically, content-area teachers at all grade levels must include reading comprehension and processing subject-specific texts in all areas: mathematics, science, social studies, Career Technical and Agricultural Education (CTAE), world languages, English Language Arts (ELA)< fine arts physical education, and health. ... Content area teachers must address the components of adolescent literacy: advanced world study, vocabulary, comprehension, fluency, and motivation. In addition, improving content literacy in all grade levels will lead to improved graduation rates and improved readiness for college and careers.”

When Georgia adopted the CCGPS and ultimately the College and Career Ready Performance Index (CCRPI), the State gave its affirmation that literacy instruction is a shared responsibility among all teachers, as confirmed in “The Why”: “The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school ... Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas.”

A.Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (see Leadership Sections 1.D., E.) – Needs Assessment: Fully Operational 17%; Operational 0%; Emergent 33%; Not Addressed 50%

The faculty/staff:

- identifies specific goals aligned with grade-level expectations, e.g. Lexiles, and encourages HPPLC to identify trends, with an emphasis on understanding the gaps that exist among students; the focus is then on closing those gaps (from “The What”).

B.Action: Support teachers in providing literacy instruction across the curriculum – Needs Assessment: Fully Operational 34%; Operational 16%; Emergent 34%; Not Addressed 16%

The administration/leadership:

- supports literacy instruction across the curriculum by providing training and ongoing support for implementation of CCGPS (from “The What”).

C.Action: Collaborate with supporting out-of-school agencies and organizations within the community – Needs Assessment: Fully Operational 0%; Operational 17%; Emergent 16%; Not Addressed 67%

The administration/leadership:

- seeks to involve all stakeholders in supporting student literacy by utilizing parent and community resources in planning and decision-making (from “The What”).

**Building Block 3. Ongoing formative and summative assessments**

In order to identify specific literacy deficiencies, there is a need for space to test students. MCHS uses the Scholastic Reading Inventory (SRI) for a few targeted students, but we would like to have greater flexibility to perform diagnostic testing and provide prescriptive lessons to enhance students’ literacy skills. The lab will provide a place for testing. The lab will also be utilized by students and teachers daily to reinforce best practices strategies and implementation of CCGPS. Currently, MCHS does not have an open lab for teachers to work

<p>with students on research and writing. This would fill that need and provide a much-needed space for students. The addition of a computer lab would also be a great asset to students and teachers in successful implementation of the College and Career Readiness Standards, especially the writing anchors related to production of writing and research, as outlined in “The Why” document.</p>
<p>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 – Needs Assessment: Fully Operational 17%; Operational 16%; Emergent 17%; Not Addressed 50%</p>
<p>The administration/leadership:</p> <ul style="list-style-type: none"> <li>➤ provides common formative assessment professional learning and collaboration time.</li> <li>➤ provides ongoing assessment measures (MAP) for identifying literacy levels, ranging from lowest to highest achievers, and provides appropriate instruction and/or interventions (from “The What”).</li> <li>➤ trains teachers to administer assessments and analyze data (from “The What”).</li> </ul>
<p>B.Action: Use universal screening and progress monitoring for formative assessment – Needs Assessment: Fully Operational 17%; Operational 0%; Emergent 50%; Not Addressed 34%</p>
<p>The administration/leadership:</p> <ul style="list-style-type: none"> <li>➤ provides progress-monitoring tool and uses data to provide appropriate instruction for all learners (from “The What”).</li> </ul>
<p>C.Action: Use diagnostic assessment to analyze problems found in literacy screening – Needs Assessment: Fully Operational 17%; Operational 33%; Emergent 17%; Not Addressed 33%</p>
<p>The faculty/staff:</p> <ul style="list-style-type: none"> <li>➤ uses multiple forms of data to ensure appropriate instruction for all students (from “The What”).</li> </ul>
<p>D.Action: Use summative data to make programming decisions as well as to monitor individual student progress – Needs Assessment: Fully Operational 17%; Operational 16%; Emergent 17%; Not Addressed 50%</p>
<p>The administration/leadership:</p> <ul style="list-style-type: none"> <li>➤ provides opportunities for disaggregation of data during HPPLC and identifies appropriate instruction for all subgroups (from “The What”).</li> </ul>
<p>E.Action: Develop a clearly articulated strategy for using data to improve teaching and learning-Needs Assessment: Fully Operational 17%; Operational 16%; Emergent 67%; Not Addressed 0%</p>
<p>The administration/leadership:</p> <ul style="list-style-type: none"> <li>➤ provides teachers with training opportunities to access and understand multiple forms of data, e.g. SLDS, MAP.</li> <li>➤ utilizes data and involves teachers in creating achievement goals on School Improvement Plan (from “The What”).</li> </ul>
<p><b>Building Block 4. Best Practices in Literacy Instruction</b>  At MCHS, we believe that implementation of CCGPS with fidelity is dependent on familiarity with the Standards AND best literacy practices. At MCHS, teachers have been immersed in</p>

implementing the CCGPS; however, even with ongoing support and training, teachers are still voicing a desire to learn more about CCGPS and develop/refine units of study. As stressed in "The Why," "... the integration of literacy skills into the content areas has been made even more explicit in the CCGPS. ... In grades 6-12 the standards are divided into those for English Language Arts (ELA) and a separate section containing standards for reading in history/social studies, science, and technical subjects. While supporting the same anchor standards as those for narrative reading, the CCGPS delineates the skills that are unique to content area reading, e.g., identifying main idea, using diagrams, using text features, skimming to locate facts, analyzing multiple accounts of the same event. The standards become even more specific in grades 6-12 in recognition of the technical nature of reading in science presents a different set of challenges from those in social studies, e.g., following multistep procedure in and experiment vs. analyzing primary and secondary sources, such as the Constitution. The CCGPS provide guidance as well for writing arguments and informative/explanatory texts and in the content areas. Such writing is not only necessary for the work place but has been shown to significantly support comprehension and retention of subject matter when used to support content area instruction." Obviously, teachers must feel comfortable with the Standards they are called on to teach AND have a repertoire of instructional literacy strategies for effectively presenting the standards.

"The Why" document also emphasizes the importance of using instructional strategies that enhance student understanding, with an emphasis on reading comprehension, contending that "the goal of reading is to comprehend text, in whatever format it is being read. For many students, explicit instruction in how to comprehend is necessary." According to a 1995 survey, good readers activate strategies before, during and after reading. Teachers must know how to model the 7 habits of good readers, as outlined in "The Why," in order to help students become "more proficient at comprehension." Professional learning is crucial to ensure that all teachers have access to and understanding of these instructional strategies.

Literacy is often associated with the ability to read, but writing is equally important in defining literacy. All MCHS teachers have begun to embrace their role in literacy development, especially with the expectations of the Common Core Literacy Standards. The focus of MCHS's Literacy Plan reinforces these beliefs and will place equal importance on reading and writing instruction. Too often today, there are those who devalue writing skills because of technology. "The Why" dispels that thought: "With the fast pace of today's electronic communications, one might think that the value of fundamental writing skills has diminished in the workplace. Actually, the need to communicate clearly and quickly has never been more important than in today's highly competitive, technology-driven global economy." "The Why" also indicates that "two-thirds of salaried employees in large American companies have some writing responsibility; Eighty percent or more of the companies in the services and the finance, insurance, and real estate (FIRE) sectors, the corporations with greatest employment growth potential, assess writing during hiring; more than 40 percent of responding firms offer or require training for salaried employees with writing deficiencies." This declaration reinforces the necessity for effective writing instruction.

A.Action: Provide direct, explicit literacy instruction for all students – Needs Assessment: Fully Operational 0%; Operational 50%; Emergent 50%; Not Addressed 0%
The administration/leadership: <ul style="list-style-type: none"> <li>➤ communicates clear expectations for an articulate scope and sequence of skills through ongoing training related to CCGPS and best practices</li> <li>➤ utilizes TKES as a tool for compiling classroom data.</li> <li>➤ provides professional learning opportunities for differentiated instruction (from “The What”).</li> </ul>
B.Action: Ensure that students receive effective writing instruction across the curriculum – Needs Assessment: Fully Operational 17%; Operational 16%; Emergent 67%; Not Addressed 0%
The administration: <ul style="list-style-type: none"> <li>➤ provides access to technology across the curriculum.</li> <li>➤ will implement a schoolwide writing focus (from “The What”).</li> </ul>
C.Action: Extended time is provided for literacy instruction – Needs Assessment: Fully Operational 17%; Operational 0%; Emergent 16%; Not Addressed 67%
The administration: <ul style="list-style-type: none"> <li>➤ provides daily opportunities for literacy instruction (from “The What”).</li> </ul>
D.Action: Teachers work to develop and maintain interest and engagement as students progress through school – Needs Assessment: Fully Operational 33%; Operational 50%; Emergent 0%; Not Addressed 17%
The administration/leadership: <ul style="list-style-type: none"> <li>➤ encourages engaging and relevant instruction (from “The What”).</li> </ul>
<b>Building Block 5. System of Tiered Intervention (RTI) for All Students</b> Teachers also realize that many of our students come to us with very low literacy levels. While they want to and will do all they can to improve that in the classroom setting, they realize that for some students, the need extends beyond the time spent in the content-specific classroom. The addition of an open computer lab and revamping of the Enrichment Period will serve these students’ needs. “The Why” document has example after example of the critical need to address literacy deficiencies: “One in four students in grades four through twelve was a struggling reader in 2005, and fewer than one-third of public school 8 <sup>th</sup> graders read at or above grade level; Sixty-nine percent of 8 <sup>th</sup> grade students fall below the proficient level in their ability to comprehend the meaning of grade-level text; Twenty-five percent of students read below the basic, proficiency level, which means they do not have minimal reading skills to understand and learn from text at their grade level.”
A.Action: Use information developed from the school-based data teams to inform RTI process (see Section 3.E.) – Needs Assessment: Fully Operational 20%; Operational 0%; Emergent 0%; Not Addressed 80%
The administration/leadership: <ul style="list-style-type: none"> <li>➤ supports planning and carrying out appropriate instructional support for all students with respect to all achievement levels (from “The What”).</li> </ul>
B.Action: Provide Tier 1 Instruction based upon the CCGPS in all grades to all students in all

classrooms (See Sections 4.A & B)
<p>The administration/leadership:</p> <ul style="list-style-type: none"> <li>➤ provides professional learning relevant to all students and meeting the needs of all students, e.g. RTI.</li> <li>➤ schedules students appropriately in the general education setting (from “The What”).</li> </ul>
<p>C.Action: Implement Tier 2 needs-based interventions for targeted students – Needs Assessment: Fully Operational 20%; Operational 0%; Emergent 0%; Not Addressed 80%</p>
<p>The administration:</p> <ul style="list-style-type: none"> <li>➤ monitors and supports all necessary intervention processes (from “The What”).</li> </ul>
<p>D.Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly – Needs Assessment: Fully Operational 20%; Operational 0%; Emergent 20%; Not Addressed 60%</p>
<p>The administration:</p> <ul style="list-style-type: none"> <li>➤ supports and adheres to protocols of SST (from “The What”).</li> </ul>
<p>E.Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instruction based upon students’ inability to access the CCGPS any other way – Needs Assessment: Fully Operational 20%; Operational 40%; Emergent 40%; Not Addressed 0%</p>
<p>The administration:</p> <ul style="list-style-type: none"> <li>➤ schedules students in least restrictive environment.</li> <li>➤ is familiar with funding affecting students in special programs.</li> <li>➤ provides professional learning related to CCGPS for all special education and ESOL teachers (from “The What”).</li> </ul>
<p><b>Building Block 6. Improved Instruction through Professional Learning</b></p> <p>It is the desire of MCHS’s teachers to prepare themselves to help students overcome these literacy deficiencies, but there is not adequate time during the school day for preparation and collaboration. MCHS’s teachers understand the importance of professional learning and are quite willing, if given the time, to participate in ongoing professional learning sessions and teacher collaboration. In “The Why,” the value of professional learning is emphasized: “Teachers possess the greatest capacity to positively affect student achievement, and a growing body of research shows that the professional development of teachers holds the greatest potential to improve adolescent literacy achievement. In fact, research indicates that for every \$500 directed toward various school improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests.”</p>
<p>A.Action: Ensure that preservice education prepares new teachers for all the challenges of the classroom- Needs Assessment: Fully Operational 25%; Operational 25%; Emergent 0%; Not Addressed 50%</p>
<p>The administration:</p> <ul style="list-style-type: none"> <li>➤ provides preservice education as needed for all teachers (from “The What”).</li> </ul>

B.Action: Provide professional learning for in-service personnel – Needs Assessment: Fully Operational 25%; Operational 25%; Emergent 50%; Not Addressed 0%
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The administration:
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| <ul style="list-style-type: none"><li>➤ provides professional learning opportunities and support in literacy instruction (from “The What”).</li></ul> |
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“The Why” document cites research from the National Commission on Writing indicating that “people who cannot write and communicate clearly will not be hired.” The document goes on to say that “the 2009 NAEP results show that slightly less than ¼ of Georgia students are proficient readers... and that Georgia has much work to do in developing competent readers.” At MCHS, we know that our students have literacy skills deficiencies and that we must remove those barriers in order to prepare our students for success. We believe that with SRCLG funding, we will move our students toward our mission of providing meaningful and diverse learning opportunities in order to prepare our students to meet the challenges of an ever-changing world as lifelong learners and contributing members of society. We embrace the steps outlined by the Georgia Department of Education to redesign more effective literacy instructional practices and will use funding provided by the SRCLG to that end.



**Morgan County High School**  
**Needs Assessment, Concerns, and Root Cause Analysis**

We used two sources of data to determine our needs: faculty/staff Georgia Literacy Plan Needs Assessment for Literacy (GLPNAL) and student data. Student achievement data show a clear need to improve our efforts to support literacy instruction at MCHS by providing a focused, organized, and consistent instructional approach. In order to isolate the specific focus of our efforts, the GLPNAL was completed.

The faculty/staff needs assessment was given to all content and ancillary teachers including CTAE, Special Education, ELL, media, and paraprofessionals at MCHS. The GLPNAL is based on the “WHAT” document of the Georgia Literacy Plan and includes 6 Building Blocks and several elements.

Department Chairs facilitated Step 1 of the Needs Assessment. Department chairs were charged with guiding their departments to come to consensus on where we as a school “scored” on the rubric for each element in the 6 Building Blocks.

That information was collected and compiled. Teachers identified “Not Addressed” on at least 1 element for 5 of the 6 Building Blocks; within those 5 Building Blocks, the following specific elements were identified by teachers as MCHS’s weakest areas:

**Building Block 1: Engaged Leadership** 1) the use of time and personnel is leveraged through scheduling and collaborative planning & 2) the community at large support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards.

**Building Block 2: Continuity of Instruction** 1) active collaborative teams ensure a consistent literacy focus across the curriculum & 2) Teachers provide literacy instruction across the curriculum

**Building Block 3: Ongoing Formative and Summative Assessments** 1) 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) summative data is used to make programming decisions as well as to monitor individual student progress.

**Building Block 4: Best Practices in Literacy Instruction** 1) Extended time is provided for literacy instruction

**Building Block 5: System of Tiered Intervention** Identified 4 of the 5 items in this Building Block: they are all related to school-based data teams and Tier 1, 2, and 3 instruction and interventions.

In Step 2 of our needs assessment process, teachers were asked to consider which of the identified weak areas were most detrimental to student success. Responses from the first phase of Step 2 were then tallied. Building Block 2 was identified as the greatest need by the faculty, with Building Block 1 as the second prioritized area of concern.

Teachers were asked in a questionnaire what they considered the root cause of these weaknesses. The teachers were then asked to indicate what they think is most critical in meeting the identified needs of our students and preparing them for success after graduating from MCHS. Finally, teachers were asked “What would enable MCHS to become “fully operational” in the 2 weakest areas identified?”

Table 1 provides a summary of the GLPNAL findings and an assessment of “where we are” in terms of addressing our weak areas.

**TABLE 1:**

<b>Prioritized Building Blocks identified by faculty (from GLPNA)</b>	<b>Root Causes defined by faculty</b>	<b>Steps we <u>have NOT taken</u> to address problem (Page numbers from “The What” documentation)</b>	<b>Steps we <u>have taken</u> to address problem</b>	<b>Our plan for ongoing improvement &amp; working toward “Fully Operational” status (Page numbers from “The How” document)</b>
2.A Active collaborative teams ensure a consistent literacy focus across the curriculum	<p>Inadequate opportunities for teacher collaboration</p> <p>Lack of access to manageable student data to guide instruction</p>	<p>Formed cross disciplinary teams for literacy instruction across language arts &amp; other content areas (pp. 5,6,7,13)</p> <p>Scheduled, protected time for literary focus <i>across the curriculum</i> (pp.5,6,7,13)</p> <p>Provided measurable &amp; manageable student achievement goals aligned with grade-level expectations &amp; shared by all</p>	<p>Ongoing emphasis on literacy instruction and Common Core Literacy Standards</p> <p>Time for teams to meet during curriculum partners to develop common assessment &amp; analyze data <i>within departments</i></p> <p>Universal screener has been used with 9<sup>th</sup> &amp; 10<sup>th</sup> grade students to assess reading &amp; mathematical abilities &amp; identify learning</p>	<p>Implementation of 3-year professional learning plan focused on Common Core &amp; Best Practices</p> <p>Accountability measures, including summaries, agendas, and protocols for curriculum partners &amp; protected time <i>across the curriculum</i> (p.29)</p> <p>Ongoing training for all faculty to assist in identification of student ability &amp; appropriate goals (pp. 29-30)</p>

		<p>teachers (pp.5,7,8,9,12)</p> <p>Trained teachers to effectively utilize &amp; access data sources (pp. 6,9,10)</p>	<p>goals &amp; priorities</p> <p>Data Team convened to make data more accessible to teachers</p>	<p>Creation of High Performance Professional Learning Community team to guide creation of performance culture</p>
<p>2.B Teachers provide literacy instruction across the curriculum</p>	<p>Lack of integration of literacy strategies in all subjects</p> <p>Lack of technology accessibility</p>	<p>Established accountability for teachers to incorporate literacy standards across the curriculum (pp.5,6,7,9,10,13)</p> <p>Utilized literacy instruction to capacity (pp.6,7,9,10,11)</p> <p>Infused all types of literacy into all content areas, e.g. blogs, wikis, other social media (pp.6,8,10,11)</p>	<p>Ongoing emphasis on literacy instruction and Common Core Literacy Standards &amp; accountability in TKES walk-throughs &amp; formal observations</p> <p>Increased number of students (based on Lexile score) enrolled in literacy specific course, i.e. Read 180</p> <p>Provided electronic tablets (240) for check-out to teachers &amp; students</p>	<p>Implementation of 3-year professional learning plan focused on Common Core &amp; Best Practices</p> <p>Continue to increase availability of Read 180</p> <p>Provide greater access for students to utilize technology resources in open computer lab</p>
<p>1.C The effective use of time and personnel are leveraged through scheduling and collaborative planning</p>	<p>Lack of accountability during Enrichment period</p> <p>Inadequate opportunities for teacher collaboration</p>	<p>Monitored effective use of Enrichment Period (pp.6,8,9,10)</p> <p>Scheduled common planning periods for teachers sharing subject assignments (pp.7,9)</p>	<p>Scheduled students strategically for “high need” appropriate Enrichment Period</p> <p>Time for teachers collaborate during T3</p>	<p>Improve accountability &amp; efficiency during enrichment with frequent follow-up monitoring &amp; scheduling</p> <p>Investigate more creative scheduling &amp; protect curriculum partner time during T3</p>
<p>1.D A school culture exists in which teachers across the content area</p>	<p>Inadequate training / professional learning in CCGPS implementation</p>	<p>Provided ongoing training &amp; support of implementation of CCGPS &amp; Best Practices (pp. 5,6,7,13)</p>	<p>Ongoing emphasis on literacy instruction, CCGPS &amp; Best Practices</p>	<p>*Implementation of 3-year professional learning plan focused on Common Core &amp; Best Practices</p>

accept responsibility for literacy instruction as articulated in the CCGPS	& Best Practices in literacy instruction			
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In addition to the “needs” identified by faculty in the Building Blocks and the causes for those “needs,” we also examined student data. Our data indicate inconsistencies in student performance and achievement gaps in our African American and Students with Disabilities populations (See student data in MCHS Analysis & Identification of Student & Teacher Data).

Moreover, all 9<sup>th</sup> and 10<sup>th</sup> grade students were tested on the Measurement of Academic Performance (MAP) in August and September of this year. This assessment showed that 52% of 9<sup>th</sup> grade students and 44% of 10<sup>th</sup> grade students are reading below grade level, based on Lexile score.

It is crucial that we improve and maintain consistently high scores, close the achievement gaps, and work with our students to help them read at or above grade level. We realize that in order to ensure our students “access to a lifetime of literacy” (“WHAT” document), we must fulfill these needs.

The literacy plan, a shared vision for our students driven by the needs identified by teachers and students’ academic performance, will provide sound research-based best practices to meet that goal. We believe that with the funding provided by the SRCLG will move MCHS forward in our mission to provide meaningful and diverse learning opportunities to prepare our students to meet the challenges of an ever-changing world as lifelong learners and contributing members of society.

**Morgan County High School Analysis and Identification of Student and Teacher Data**

As noted in the School Narrative, MCHS provides unique offerings to serve all students. Over the past 4 years, our students have shown improvement in almost every area of the EOCT and maintained a 90+ “percentage passing” on the Georgia High School Writing Test (GHSWT). The graduation rate has remained somewhat static, ranging from 84% to 87% of students graduating. Evidence is apparent in the data below:

**MCHS Data ALL STUDENTS**

2009-2013

Passing Percentages

	2012-13	2011-2012	2010-2011	2009-2010
<b>EOCTs: 9<sup>th</sup> ELA</b>				
All	92%	85%	92%	86%
Black	83%	72%	87%	64%
SWD	58%	58%	73%	44%
<b>Am. Lit</b>				
All	88%	80%	78%	83%
Black	79%	67%	70%	68%
SWD	39%	29%	50%	60%
<b>U.S. History</b>				
All	61%	62%	62%	56%
Black	42%	45%	37%	28%
SWD	26%	23%	31%	42%
<b>Economics</b>				
All	59%	53%	64%	29%
Black	33%	30%	36%	7%
SWD	33%	30%	31%	0%
<b>Physical Sci</b>				
All	86%	79%	78%	64%
Black	67%	67%	67%	42%
SWD	52%	44%	58%	47%
<b>Biology</b>				
All	81%	76%	70%	59%
Black	59%	45%	42%	25%
SWD	32%	29%	26%	16%
<b>Math I*</b>				
All	*43%	66%	61%	66%
Black	*20%	44%	51%	45%
SWD	*5%	13%	15%	17%
<b>Math II</b>				
All	62%	62%	61%	50%
Black	38%	6%	35%	22%
SWD	19%	43%	25%	17%
<b>GHSWT</b>				
All	95%	91%	93%	93%
Black	85%	85%	92%	87%
SWD	59%	61%	72%	61%

\*Math I was replaced by Coordinate Algebra in 12-13; score is not a comparison to previous years.

**Graduation Rate**

All Students	TBD	87%	84%	86%
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While the most recent EOCT scores show improvement since 2009-2010, the data also show inconsistency in student performance over the 4-year period. The inconsistencies in pass rate over the years and the consistent achievement gaps for subgroups are areas of concern. We are proud of the improvement MCHS students have shown over the past 4 years, but it is our desire to prepare all students for success and see them earn a high school diploma from MCHS.

In addition to EOCT, GHSWT, and graduation data, a significant number of our 9<sup>th</sup> and 10<sup>th</sup> grade students scored Lexile ranges below grade level on Measures of Academic Progress in August 2013:

<i>Grade Level (Lexile Range)</i>	<i>Below Grade Level Lexile Range</i>	<i>Within/Above Grade Level Lexile Range</i>
Grade 9 (1050-1260)	52%	48%
Grade 10 (1080-1335)	44%	56%

In analyzing standardized test data and MAP data, our teachers conclude that the reason for our students' lack of success is due to a deficit in literacy skills, particularly reading. Teacher observation and interaction with students provide anecdotal evidence that reading deficiencies are a significant cause of student failure and disinterest. Students express their own frustration and inability to understand text.

Using MAP data, the district has recently established goals literacy goals that each school in the district is working toward; they are:

- 1) Increase percentage of 1<sup>st</sup>-10<sup>th</sup> Grade Economically Disadvantaged Students Scoring On or Above on Grade Level Lexile Band
- 2) Increase the percent of students who exceed the grade level band as measured by the grade Lexile band.

Examination of EOCT and GHSWT scores show that our 2 largest sub-group populations – black students and special education students – underperform our majority group. At MCHS, we are always looking for ways to provide the instruction these students, as well as any other student we identify as needing extra help, need. We have limited programs in place that target these students including Read 180 and collaborative courses, as well as review and remediation

opportunities. We believe that the initiatives we could put in place with portions of the SRCLG funding would be very beneficial to this population of students.

The goals in our School Improvement Plan target all students and were established using standardized assessment data and graduation rate data:

**SMART Goal 1:**

- There are 8 goals within the first SMART goal; all focus on improvement in each EOCT.

**SMART Goal 2:**

- Percentage of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT will increase from 42.7 (adjusted performance indicator) to 65.

**SMART Goal 3:**

- There are 17 goals within SMART Goal 3; all focus on improvement for subgroups.

**SMART Goal 4:**

- Meet CCRPI graduation rate target for all students
- Meet CCRPI graduation rate target for students with disabilities

Teachers are our greatest resource at MCHS, in terms of ensuring student success. MCHS has 64 certified teachers on staff, including our media specialist. Teachers for the most part come to MCHS and spend many years here; our current teaching staff has been at MCHS an average of 8.5 years. There is very little turnover; the turnover rate for 2012-13 was 2 percent.

MCHS teachers are committed to updating their own education and making certain they implement current practices and research-based instruction. The following represents the “highest degree earned” among our faculty:

- 1 (1.5 %) Associate’s Degree,
- 13 (18.75%) Bachelor’s Degree
- 36 (56.25%) Master’s Degree
- 12 (18.75) Specialist’s Degree
- 3 (4.6%) Doctorate Degree

The Goals & Objectives of the SRCLG, which were guided by our teachers’ experiences with students and their knowledge of the data, are based both on formative assessment and summative assessment. Teachers are aware of their own students’ strengths and weaknesses in the classroom, based on formal and informal formative assessments.

One professional learning focus for 2013-14 is common formative assessment. Teachers are working collaboratively to create meaningful formative assessments and using their results to inform classroom instruction. In addition the MAP data, which will be updated after the 3 assessments given each year, provides meaningful data for teachers in terms of progress and ongoing student needs.

The use of summative data has been a focus with HPPLC guiding the effort to become a performance culture. Data analysis has not been a focus at MCHS previously, but it is finally being utilized to assist teachers in understanding students' strengths and weaknesses. Teachers rely on summative data, including all standardized testing data available to them, and their own classroom summative assessments.

Another source of student data is Student Longitudinal Data System (SLDS). Teachers can access a student's entire testing history on SLDS. This provides the teacher insight into the student's academic history and is instrumental in determining appropriate differentiation in the classroom.

Our teachers participate in a minimum of 20 hours of school-based professional learning. MCHS's 2013-2014 professional learning plan focuses on providing teachers training and collaborative sessions to support implementation of the CCGPS / Literacy Standards and data analysis. The plan addresses needs of all learners, including SPED, ELL, and gifted students; all teachers including CTAE, Special Education, and Media Specialists participate in professional learning sessions.

Teachers at MCHS also participate in external PL sessions offered by our local RESA and other educational agencies and support programs. Teachers also participate in a variety of PL webinars, and several teachers are pursuing advanced degrees. Teachers do express a need and desire for training at school and are always eager to have more time that does not interrupt classroom instruction or interfere with planning periods for professional learning. Our teachers are currently attempting to learn more about the CCGPS Literacy Standards.

The staff at MCHS is dedicated to the belief that all students can learn and all students are special and deserving of personalized instructional consideration; the SRCLG funding will certainly move us forward in that effort.





**Morgan County High School Project Plan, Procedures, Goals, Objectives, and Support**

The needs assessment and root cause analysis identified what MCHS’s teaching staff perceive as our students’ greatest needs. The teaching staff considered the many programs and practices available to our students (detailed in the School Narrative), i.e. various programs, Read 180, etc., in determining student needs. Currently, there is no funding in place to assist us in overcoming the barriers identified and assist our students in achieving success; therefore, we intend to use potential SRCLG funding to implement a Literacy Plan that combines Best Practices for literacy with CCGPS Literacy Strategies professional learning opportunities, enhance our Enrichment Period, and provide a computer lab for student use.

**MCHS Goals**

<b>Goal #1: Faculty and Staff will implement a consistent program of literacy instruction across all disciplines of the curriculum utilizing CCGPS and Best Practices (Building Block 2.B and Building Block 1.D)</b>
<b><u>Objective #1</u></b> – Faculty and staff will participate in a three-year professional development focused on the development of literacy strategies related to CCGPS and Best Practices as applied across all disciplines. <b><u>Objective #2</u></b> – Create more opportunities for students to receive specific instruction related to their identified literacy needs <b><u>Objective #3</u></b> – Develop more access to technology resources in open computer lab.
<b>Goal #2: Faculty and Staff will strengthen collaboration between disciplines. (Building Block 2.A and Building Block 1.C.)</b>
<b><u>Objective #1</u></b> – Create accountability measures, including summaries, agendas, and protocols for collaborative meetings <b><u>Objective #2</u></b> – Ongoing training for all faculty and staff to assist in the identification of student literacy ability and setting of appropriate goals, utilizing student data <b><u>Objective #3</u></b> – Investigate more creative scheduling of students and effective use of current enrichment period.

MCHS’s goals and objectives are validated by the Georgia Department of Education’s Strategic Plan 6 major goals, as outlined in “The Why” document. Every MCHS goal complements the DOE’s goals. The outcome of MCHS’s goals and objectives will be increased graduation rate (DOE goal 1), stronger teacher quality (DOE goal 2), improvement of workforce readiness (DOE goal 3), development of teacher leaders (DOE goal 4), improvement of student achievement (DOE goal 5), and assurance of academic accountability (DOE goal 6).

The guidelines for Building Block 2 / Actions A & B and Building Block 1 / Actions C & D from “The What” document reinforce our goals and objectives. MCHS’s Literacy Plan aligns with each Action; like the Actions, our plan will include:

- cross-disciplinary teams for literacy instruction – teachers will participate in cohorts focused on reading and writing – and develop and implement CCGPS and Best Practices units
- continuous improvement effort; ongoing utilization of student data
- training for implementation of Depth of Knowledge
- vertical alignment opportunities
- protocols for team meetings
- scheduled time for collaboration
- clear expectations for collaboration
- practice of professional learning community model
- shared student achievement goals - Computer lab will be utilized for assessment purposes by teachers; teacher and student use will be documented and usage information compiled, with an expectation for teachers to use lab for diagnostic assessments, support of CCGPS and Best Practices
- sharing of literacy strategies among teachers
- common expectation for writing
- infusion of literacy in all content areas
- dedicated 90-120 minute literacy instruction
- time for intervention built into schedule in all content areas including the restructuring of the Enrichment Period with emphasis on literacy development.
- protected time for collaboration among teachers
- efficient scheduling
- staff participation in literacy PL
- observation form used to ensure effective instructional practices.

Students will continue to take the GHSWT; the expectation will be for the percentage of students passing the test to improve. Baseline data will be established with the first MAP (Measure for Academic Progress) administration; thereafter, the expectation will be for ongoing improvement and student success. Using MAP as our universal screeners (computer lab), we will monitor and measure progress at regular intervals. Baseline data will also be established through classroom observations; again, ongoing growth will be the expectation.

As stated in the Analysis and Identification of Student and Teacher Data section, the goals & objectives of the SRCLG, which were guided by our teachers' experiences with students and their knowledge of the data, are based both on formative assessment and summative assessment. Teachers are aware of their own students' strengths and weaknesses in the classroom, based on formal and informal formative assessments. Teachers rely on summative data including all standardized testing data available to them and their own classroom

summative assessments. Teachers depend on previous standardized test scores to assist them in understanding their students' strengths and weaknesses. Teachers can access a student's entire academic and testing history on SLDS.

The CCGPS and Best Practices will guide all instruction at MCHS. Even our Fine Arts, Physical Education, Special Education, and Foreign Language Departments, who are not mandated to implement the CCGPS, have been participating in the CCGPS PL sessions. They will continue to participate in the extended sessions, if funded by the SRCLG. Teachers at MCHS believe it is the responsibility of all teachers to prepare our students for success. They have been supportive in including literacy strategies in their instruction and will continue to do so.

With this added teacher support, students will have at least the 2-4 required hours of tiered literacy instruction. Through participation in the required core areas alone, students will be immersed in at least 3+ hours of literacy instruction each day. The Enrichment Period will enhance that and allow for more students to take advantage of personalized instruction geared toward their specific needs. See "Bell Schedule" in School Narrative, with Enrichment Period highlighted, as well as the daily schedule.

The district is coordinating a focus on vertical alignment in grades K-12. Teachers currently work together informally, but the district is in the process of beginning a more formal approach to this process.

Pyramid of Interventions is used to guide RTI implementation at MCHS. All Morgan County Charter School System schools use the following RTI Model (**copied from the Morgan County RTI Handbook, which may be accessed in its entirety at [www.morgan.k12.ga.us](http://www.morgan.k12.ga.us)**):

### **Student Achievement Pyramid of Interventions**

In order to insure that *all students will be successful in their learning and personal development*, the Morgan County School System has implemented the **Student Achievement Pyramid of Interventions** model. This model provides high-quality instruction/intervention matched to student needs and uses learning rate over time and level of performance to make important student-centered educational decisions.

**High-Quality instruction/interventions** are matched to the needs of the student. Instruction/interventions that have been demonstrated through scientific research and practice to produce high learning rates for most students can be considered to be of high quality. The individual student's response to this instruction/intervention is assessed and then modifications to the instruction/intervention or goals are made depending on results.

**Learning rate and level of performance** are the primary sources of information used in on-going decision making for students. *Learning rate* refers to a student's growth in achievement or behavior competencies over time compared to prior levels of performance and

peer growth rates. *Level of performance* refers to a student's relative standing on some dimension of achievement/performance compared to expected performance (often measured by either criterion or norm-referenced assessments). Learning rate and level of performance vary widely from student to student in every classroom, even in classes set up to be homogenous (EIP, Gifted, ESOL, REP, etc.).

At MCHs, we believe that we can meet the diverse needs of our student body by achieving the identified goals and objectives through implementation and ongoing support of our Literacy Plan.

**Morgan County High School Assessment Data Analysis Plan**

In order to successfully implement the two goals of our Literacy Plan – implementing a consistent program of literacy instruction across all disciplines and strengthening collaboration between disciplines - it is essential to have an assessment plan which will provide faculty and staff with the data needed to meet the individual needs of our students. The current assessment protocol will be continued with the addition of the required SRCL grant assessments.

The current assessment protocol strives to provide teachers with information to assist them as they plan engaging experiences for their students.

<b>Current assessments</b>	<b>Required SRCL</b>	<b>Testing Window</b>	<b>Administration</b>
MAP (Measures of Academic Progress)		3 x per year – fall, winter, and spring	Computer lab – managed by assigned faculty or staff members
EOCT	EOCT	End of course testing	Classroom – managed by faculty or staff members
GHSWT		1 x per year – opportunities to retest	Classroom – managed by faculty or staff members
	SRI – Scholastic Reading Inventory	3 x per year – fall, winter, and spring	Computer lab – managed by assigned faculty or staff members
	Access for ELL’s	As needed for identified ELL students	Migrant education teacher

None of the current assessments used by MCHS will be discontinued.

MAP and SRI will be given to students during the same testing windows during the fall, winter and spring of the school year. EOCT and GHSWT will be completed according to testing window requirements issued by the State Department of Education.

While MCHS does not have a definitive classroom formative assessment protocol at this time, we have taken steps to make sure teachers administer formative assessments, formal and informal, to guide instruction. Most, but not all teachers, adhere to the precepts of a standards-based classroom and encourage students to work toward mastery of CCGPS. We are currently moving toward creating effective common assessments with assessment protocols in place.

All faculty will require training related to the administration and interpretation of data for the Scholastic Reading Inventory, since this is a new assessment for our school. The training will focus on how to translate the results into learning goals for individual students and the relationship between the MAP and SRI test results.

The district has done a good job of making certain we are ready to be fully operational in terms of the MAP assessment. Training began in spring 2013 and continues. Teachers have been trained to administer tests and then trained to access and understand data. They have participated in training to understand how to use the resource (Des Cartes) MPA provides to identify instruction specific to student's needs.

Core area and CTAE department heads attended a Common Formative Assessments Seminar with Dr. Lissa Pijanowski, a Professional Development Associate with the Leadership Center, at NEGA RESA in March 2013. During the 2013-14 school year, this group of teachers is functioning as internal experts and leading professional learning sessions with a focus on developing common formative assessments and ultimately MCHS assessment protocols.

In addition to assessment protocols, we also feel it is important to share data in a more systematic way with students and parents. Currently, data is shared in individual student/parent/teacher conferences, via telephone conversations, and in distribution of progress reports and report cards. As part of our assessment protocols, particularly MAP assessment, we have enhanced our parent outreach. Parent meetings have been conducted to educate parents about the test, the results, and how to understand and utilize the information. We acknowledge that we are still in the beginning stage, but we have improved in our efforts to inform parents and guide them in understanding their student's progress.

We will be dependent on the CCGPS and Best Practices professional learning, as well as our internal expertise, to work toward establishing sound formative assessment protocols and outreach to parents. As our common formative assessment team continues to work with teachers, we will have a better understanding of needs and will support any necessary additional training. Assessment protocols and parent communication need to be improved, and we are working toward that goal.

Measures of Academic Progress (MAP) was purchased and is fully in place at MCHS. MAP will be administered three times this year – fall, winter and spring – and will provide teachers, parents, and students the student's instructional level in reading. Of equal importance, MAP measures each student's growth throughout the school year and from year to year. The test is unique because it adapts as the student is taking the test, offering harder questions when the student is doing well and easier questions when the student is struggling so that the student's

“true” instructional level is obtained. Teachers will use test results to assist the student in reaching his/her optimal growth.

As clearly outlined in the “Analysis and Identification of Student and Teacher Data” section, MCHS also relies on EOCT and GHSWT data. As also described in the “Narrative” section and mentioned in other sections, the HPPLC is our first step in becoming a performance culture, as we dig into this data.

The expectation for improved assessment protocols aligns with the SRCL plan addressed in “The How”:

- Opportunities for collaborative time to create and examine student work
- Protocols for examining student work
- Use of formative assessment results to adjust instruction
- Showcase of exemplary student work

As has been mentioned throughout every section of the SRCLG proposal, the staff and administration at MCHS understand that our student body is very diverse in all respects and have diverse academic needs. It is our goal to meet the needs of all students and provide meaningful and diverse learning opportunities to prepare all students to meet the challenges of an ever-changing world as lifelong learners and contributing members of society.



**Morgan County High School Resources, Strategies, and Materials Including Technology to Support the Literacy Plan**

MCHS will need the following resources to implement and support the goals and objectives of our SRCL Project Plan:

Goals of Project Plan	Resources Needed
<p>#1 - Faculty and staff will implement a consistent program of literacy instruction across all disciplines of the curriculum utilizing CCGPS and Best Practices</p> <p>#2 - Faculty and staff will strengthen collaboration between disciplines.</p>	<p>Funding for consultant fees, teacher stipends, sub pay, materials, and travel expenses related to CCGPS, assessment/data analysis &amp; collaboration</p> <p>200 books for teacher book study (3 different titles)</p> <p>Materials for enrichment and differentiation activities</p> <p>Materials and technology for SRI assessment</p> <p>Computers, table, chairs for open computer lab – used for assessment and individualized student lessons</p>

All instruction at MCHS, even Tier 1, will have literacy as a focus. This instruction will be guided by the training teachers participate in during CCGPS/Best Practices workshops. It is our goal to make literacy instruction a part of our school culture. Through book studies, teacher collaboration, positive support and feedback to teachers, we hope to create a culture where teachers and students understand that literacy across the curriculum is necessary for student success.

In addition to promoting engagement in every classroom, we hope to provide appropriate interventions as needed in ELL classes, team taught classes, and in every classroom through differentiation. During the Enrichment Period, which will be restructured by a team of teachers, all students will receive the instruction they need through a variety of activities and programs. This team of teaches will also determine how we can most effectively meet the needs of our students who are in need of literacy instruction. This deficiency will be identified through the use of universal screeners that will be put in place utilizing the computer lab, funded by the SRCLG.

It is our plan that this individualized and personalized instruction will extend to other learning opportunities such as summer programs and Saturday enrichment programs. We believe when literacy instruction becomes part of our school culture and the entire school community embraces it, all students will achieve success.

Currently, we have the following activities and resources in place to support classroom practices and literacy intervention programs:

- Read 180
- MAP
- Anywhere Learning Systems (ALS)
- CCGPS Literacy Focus with RESA support
- ELL class
- Collaborative Core Area courses

As mentioned previously, MAP is a tremendous instructional tool and assists us in determining student needs and supporting literacy interventions. We are hopeful that with potential funding from the SRCLG we could optimize our use of these activities and resources. With the addition of a computer lab and ongoing professional learning, these activities would be greatly enhanced.

Our students benefit from the opportunity to use ALS as a credit recovery and accrual program. Students who fail courses may “recover” the credit by completing the course on ALS during summer school or during the school year. Some students also accrue credit on the program. Hundreds of students take advantage of this opportunity and are able to move forward in their high school career by successfully completing a course(s) on ALS.

The most important resource in every classroom at MCHS is the teacher. Every effort is made to provide teachers with the tools they need to effectively engage students and assist students in mastering standards. Every classroom at MCHS is equipped with an interactive board. These boards are utilized by students and teachers and are extremely important in promoting student engagement and success. Each classroom is also equipped with 3-5 computers.

Resources, such as V-Brick and Destiny, are available to all schools in Morgan County. If we are recipients of funding and Morgan County Middle School is also a recipient, our entire system would then be funded by the SRCLG since Morgan County Primary and Morgan County Elementary were awarded the grant during Cohort 1. We all work closely together and share resources when practical and are working to implement an active K-12 vertical alignment team.

In addition to these resources, we also have resources in our school library. MCHS library has a collection of resources for students, teachers, and staff. These resources are all available for checkout year-round, for periods of from 1 day up to 12 weeks. The normal checkout period for a book from the regular collection is 2 weeks. The collection consists of the following items:

- Books: 12,400 (Nonfiction – 8279, Fiction – 4121)
- Periodicals – 29 titles delivered monthly
- Video – 1,438
- EBooks – 200
- Kindle EBook Readers – 5 (keyboard type), 3 Kindle Fire, 3 Kindle Paperwhite
- Audiobooks – 88 (formats include “Play Away”, CD, Cassette Tape) and Kindle mp3.
- Circulating Equipment –111 (Circulating equipment includes televisions, dvd players, digital voice recorders, cameras, overhead projectors)

Along with the print collection, the MCHS library offers videos on demand from vbrick VOD servers. Approximately 300 of the most-requested videos are available from our servers for teachers to access from their classrooms. EBooks are available online through the Destiny Circulation System and can be accessed on computers and on certain tablets and mobile devices (ipad or android 4.0 or higher) using mobile apps available online. Additional eBooks, mostly young adult popular fiction titles, have been purchased for Kindle and are circulated pre-loaded onto our 11 Kindles. These have been quite popular, and we have a waiting list for the Kindles.

MCHS is fortunate to have many resources. We realize, however, the need for additional focused literacy instruction. Access to an open computer lab would provide opportunity for administration of universal screeners (of benefit to all students and important for RTI documentation and assistance), availability of an open lab to support literacy instruction and mastery of the CCGPS, and program / space access to literacy intervention supports.

MCHS teachers also need more in-depth and ongoing professional learning session to support CCGPS and Best Practices instruction. While teachers are participating in several hours of training as part of the school-based PL, ongoing training and support are vital to the successful implementation of CCGPS.

In order to engage all students, we know that instructional practices must be the best we can provide. Through potential funding by the SRCLG, we can move closer to that goal by engaging all students in reading and writing activities to support literacy. Students who can read and write have the tools for succeeding in all content areas and are prepared to meet the challenges of an ever-changing world as lifelong learners and contributing members of society.

Use of SRCL Funds and Other Funding Sources:

Materials/Resources Needed	SRCL Funds	Other Funding Sources
Training of Teachers	Stipends, consultation fees, sub pay, materials, travel expenses	All State, Federal and local funds allocated for professional development.
Computers and Maintenance	Purchase of computer, licensing fees, etc.	Local technology staff, funded by State, and local funding will coordinate installation of maintenance of technology.
Literacy Support	Purchase of literacy materials which support the CCGPS	SRCL funds will be coordinated with all existing State, local and Federal funding directed toward these types of expenditures
Assessment Material	Purchase of assessment material needed to complete the assessment protocol as outlined in the proposal.	Same as above

**Morgan County High School Professional Learning Strategies Identified on the Basis of Documented Needs**

MCHS teachers consistently seek opportunities to improve instructional practices. All staff, 100%, participate in the T3 school-based professional learning; this year teachers will be offered a minimum of 20 hours of professional learning during T3 sessions. As noted previously, the PL focus for 2013-2014 is CCGPS.

In addition to the school-based PL time, teachers also participate in many other external PL sessions. Many support the school-based focus, but some are more specific to individual needs. The list below outlines the PL sessions MCHS teachers have participated in during the past year:

**MCHS School-Based Professional Learning 2012-2013**

<b>PL Activity</b>	<b>Dates</b>	<b>% of participation</b>
CCGPS Workshop	8/16; 10/4; 11/1; 12/6; 1/31;3/28;	100
SLDS Training	8/23;	100
Curriculum Partners/Department Meeting	8/30; 9/27;11/8; 1/10;2/21; 2/28; 4/4	95
Differentiation Workshop	10/25; 11/29; 1/17; 2/14; 3/5; 4/11; 4/25;8/2	100
Universal Screening/Mandated Reporting	9/13;	100
Math in the Fast Lane	4/4	Math Dept., 100
Standard Prioritizing	5/6	95
GHSWT Administrator	9/20	All test administrators, 100
School Safety Workshop	1/24	100
TKES Presentation	4/18	100
STEM Initiative	6/22	Science Dept, 90
AP Training	5 days summer	AP teacher, as required
TPRS	3 days summer	World Languages teacher. 25
CASIE IB Workshop	3 days summer	IB teacher, as required
GACTE Conference	3 days summer	5
IB Coordinator Training	3 days summer	IB coordinator, as required
IB Economics Training	6/19	IB teacher, as required
Latin Curriculum Mapping	5/31	Latin teacher
ELA CCGPS Unit Writing	5 days summer	ELA Dept, 90
Science Lab Resource Development	5 days summer	Science Dept, 90
Math CCGPS	10 days summer	Math Dept, 90
ELA Assess Process and Unit Design	2 days summer	ELA Dept, 40

## MCHS School Based Professional Learning Activities 2013-14, Semester 1

Department Meeting & Curriculum Partners* / Focus on Differentiation	Aug 15/ 75 min.
TKES Overview & Curriculum Partners	Aug 22 / 75 min.
Common Formative Assessment / Prioritizing Standards	Aug 29 / 75 min.
Data Presentation / EOCT & CCRPI Flags	Sept 5 / 75 min.
TKES Presentation / Mark Gordon	Sept 12 / 75 min
RTI, 504 Plan, SST, IEP Overview / Sarah Burbach & Testing Adm	Sept 19 / 75 min
Curriculum Partners / Focus on Prioritizing Standards	Sept 26 / 75 min
Common Formative Assessment	Oct 3 / 75 min
Curriculum Partners / Unit Development & Leadership Team	Oct 17 / 75 min
Common Formative Assessment & Data Team	Oct 24/ 75min
Department Meeting & Curriculum Partners / Focus on Differentiation	Oct 31 / 75 min
Department Meeting & Curriculum Partners / Unit Development	Nov 7 / 75 min
Department Meeting & Curriculum Partners / Unit Development	Nov 14 / 75 min
Common Formative Assessment & Data "Report Out"	Nov 21 / 75 min
Department Meeting & Curriculum Partners / 2 <sup>nd</sup> sem Needs Assessment	Dec 5 / 75 min
Common Formative Assessment & Data Team	Dec 12 / 75 min
Curriculum Partners & Leadership Team / Focus on Planning for 2 <sup>nd</sup> sem	Dec 19 / 75 min
<b>First Semester total: 20 hours</b>	

Teachers identified the need for PL specific to CCGPS and Best Practices in the Needs Assessment; they also pointed out the need for time for PL and collaboration with other teachers. The potential funding by the SRCLG would help us to ensure the "effective use of time and personnel leveraged through scheduling and collaborative planning" as noted in "TheWhat" document Building Blocks.

Teachers have already participated in several hours dedicated to CCGPS / Best Practices strategies and differentiation. TKES provides the mechanism for MCHS Administration to measure the adequacy and effectiveness of our PL activities and provide baseline data as we move forward in our efforts to ensure teachers are providing optimal instruction, as defined by our goals and objectives, for all students.

Goals	PL Needs Assessment	Measure of Effectiveness (g)
Faculty and Staff will implement a consistent program of literacy instruction across all disciplines of the curriculum utilizing CCGPS and Best Practices (BB 2.B and BB 1.D)	3 year plan professional learning plan focused on Common Core and Best Practices*	TKES data collection PL participation
	Increase training for availability of Read 180	PL participation Utilization of Read 180
	Training for use of new open	PL attendance

	computer lab by teachers to meet individual literacy needs of students	Utilization time of lab
Faculty and Staff will strengthen collaboration between disciplines (BB 2.A and BB 1.C)	Implementation of 3-year professional learning plan focused on Common Core and Best Practices*	TKES data collection PL participation
	Scheduled training and implementation support for accountability measures related to collaborative and cross discipline efforts	TKES data collection PL participation
	Ongoing training for all faculty to assist in identification of student ability and appropriate goals	Monitoring of student progress PL attendance
	Training of selected staff for improved accountability and efficiency during enrichment with frequent follow-up monitoring and scheduling	PL participation

\*The three-year MCHS Professional Learning Plan will focus on providing teachers training opportunities and collaborative sessions to support student success and ensure all students learn. The MCHS PLP aligns with local, State, and Federal initiatives and Best Practices, including the following:

- 1) Standards-Based Classroom
- 2) CCGPS & Other Program Standards
- 3) CCRPI
- 4) TKES
- 5) Morgan County Charter School System (MCCSS) Goals
- 6) MCHS Goals & Initiatives

Teachers will participate in appropriate PL sessions offered as school-based PL, district-coordinated PL, and a variety of other external PL offerings, e.g. Northeast Georgia Regional Educational Service Agency (NEGA RESA), as they work toward ensuring all MCHS students learn.

**School-based PL** will focus on implementation of the Common Core Georgia Performance Standards (CCGPS) / Literacy Standards and utilization of data to create a performance culture. During T3 sessions, teachers will be involved in a variety of training and collaborative sessions dedicated to preparing students and teachers to meet goals in these areas and improvement initiatives identified above. In addition, teachers will complete other mandatory trainings, e.g. Standardized Testing sessions.

**District-coordinated PL** will focus on training teachers to utilize MAP data and to foster the performance culture through the work of the High Performance Professional Learning Community (HPPLC).

**External PL** will focus on a variety of opportunities aligned with the goal of student success. These sessions provide required certification, e.g. IB/AP, as well as meet the requirements of other initiatives, e.g. Student Learning Objective training. These sessions will also provide opportunities for areas of improvement based on annual evaluations.

The plan addresses needs of all learners, including Students With Disabilities (SWD), English Learners (EL), and gifted students.

Our district and school support Georgia's goal for all our students to "become self-sustaining, lifelong learners and contributors to their communities" as outlined in "The Why" document. Our commitment to that goal is evident in the goals we have established for improving literacy and the initiatives we currently have in place. We believe that SRG funding will provide funding for additional resources necessary to achieve that goal.



## **Morgan County High School Sustainability Plan**

The initiatives funded by the SRCLG will be easily sustainable. Teachers at MCHS will receive training and become internal experts in the instructional areas. We will rely on the expertise of our staff to carry our mission of success for all students forward and train new hires each year. The computer lab will be fully functional and will require only annual maintenance; the district will provide that support and ensure sustainability there. For the duration of SRCLG funding, student and teacher growth is an expectation. At the end of the grant period, we are confident the practices put in place will become so embedded in our school culture that they are naturally sustained.

As teachers are trained and become increasingly more familiar and comfortable with Best Practices and implementation of CCGPS, they will begin to extend all components further and enrich their instruction. Over the course of the grant funding period, we will provide ongoing training to ensure that this expansion in all aspects of the implementation moves forward and grows even when funding ends.

In terms of continuing assessment protocols, there will be an ongoing expectation for teachers to adhere to the assessment protocols. Assessments that are part of existing programs, i.e. Read 180, MAP, etc. will continue. As these programs are not funded by SRCLG, sustainability will not be a concern. Only the computer lab, where some testing will be administered, is funded by the SRCLG.

The computer lab will need funding only for maintenance. The district has indicated a commitment to providing those maintenance costs and supporting the lab after the SRCLG funding period is over.

Beyond the funding period, professional learning supporting the SRCLG initiatives will be extended and expanded in ongoing T3 sessions. These T3 sessions are currently a part of the school culture. Administration will encourage and support the continued focus on CCGPS and Best Practices. NEGA RESA is currently one of our greatest resources for professional learning. They, too, will be involved in partnering with MCHS to sustain our literacy focus.

The print materials used for teacher book studies will not need to be replaced. Each teacher will receive a book, which will become part of that teacher's professional library. Materials for Enrichment will be sustained through local and state funds after grant period.

Students and parents will come to expect sound literacy skills instruction embedded in the MCHS experience. Teachers will promote the literacy skills and embrace their value.

Administration will demand that literacy skills be a part of every teacher's classroom instruction and provide ongoing support for professional learning beyond the SRCLG funding period.

Administration and district personnel will continue to explore funding from grants and other sources, including reallocation of state funding.

Administration will also continue to hold teachers accountable for implementation of literacy skills through classroom observations. Baseline data will have been established for implementation of various Best Practices at that point; administration will continue to update that data.

If we receive SRCLG funds, our district will be 100% funded, and there will be a natural continuity and focus on literacy instruction K-12 in Morgan County Schools. We will share any successes that MCHS students and teachers achieve with the local SRCLG team as well as other schools who may be interested in replicating our Literacy Plan. MCHS will open its doors to visitors and coordinate visits from those interested in seeing our program in place. We will also be willing to present at conferences and literacy workshops.

Morgan County High School Budget Summary

All SRCLG funds will be used to support the goals and objectives of MCHS’s Literacy Plan. As clearly outlined in the Literacy Plan, MCHS’s process for establishing goals was driven by the needs identified by teaching staff. The objectives are all aligned with the goals.

The costs to move our Literacy Plan forward are outlined in the budget summary below:

<b>Computers &amp; maintenance</b> 60 machines @ \$650.00 each = \$39,000.00	<b>\$39,000.00</b>
<b>Furniture for computer lab</b> 60 computer tables & chairs @ \$125.00 each = \$7,500.00 2 Teacher desks & chairs @ 650.00 = \$1,300.00	<b>\$8,800.00</b>
<b>Computer switch</b>	<b>\$5,000.00</b>
<b>Training of teacher cohorts (teacher stipends)</b> Year 1, 64 teachers @ \$600.00 = \$38,400.00 Year 2, 64 teachers @ \$600.00 = \$38,400.00 Year 3, 64 teachers @ \$600.00 = \$38,400.00	<b>\$115,200.00</b>
<b>Training of teacher cohorts (consultant fee)</b> Year 1 / Cohort 1 (summer), Cohort 2 (fall) Cohort 3 (spring) 60 hours @ \$175.00 per hour = \$10,500.00 Year 2 / Cohort 1 (summer), Cohort 2 (fall) Cohort 3 (spring) 60 hours @ \$175.00 per hour = \$10,500.00 Year 3 / Cohort 1 (summer), Cohort 2 (fall) Cohort 3 (spring) 60 hours @ \$175.00 per hour = \$10,500.00	<b>\$31,500.00</b>
<b>Materials to support teacher training</b> Various materials for Cohorts 1, 2, & 3 = \$3000.00	<b>\$3,000.00</b>
<b>Consultant Support</b> Year 1 / 20 hours @ \$175.00 per hour = \$3,500.00 Year 1 / 20 hours @ \$175.00 per hour = \$3,500.00 Year 1 / 20 hours @ \$175.00 per hour = \$3,500.00	<b>\$10,500.00</b>
<b>Book Study materials</b> 200 books @ \$35.00	<b>\$7,000.00</b>
<b>Enrichment &amp; Literacy classroom support</b> Clickers 300 @ \$30.00 = \$9,000.00 High interest reading materials = \$10,000.00 Miscellaneous = \$6,000.00	<b>\$25,000.00</b>
	<b>Total: \$245,000.00</b>

These are estimates based on cost projections secured from individuals who are knowledgeable in the applicable areas.

All SRCLG funding will be used to advance MCHS’s mission to provide meaningful and diverse learning opportunities and to prepare all students to meet the challenges of an ever-changing world as lifelong learners and contributing members of society.