

School Profile

Created Tuesday, September 18, 2012

Page 1

School Information

School Information District Name:	Murray County Schools
School Information School or Center Name:	North Murray High School

Level of School

High (9-12)

Principal

Principal Name:	Dr. Maria Bradley
Principal Position:	Principal
Principal Phone:	(706) 695-7760
Principal Email:	maria.bradley.murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information Name:	Elizabeth Cox
School contact information Position:	Teacher
School contact information Phone:	(706) 695-7760
School contact information Email:	elizabeth.cox@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

9-12

Number of Teachers in School

91

FTE Enrollment

1022

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Barbie Kendrick

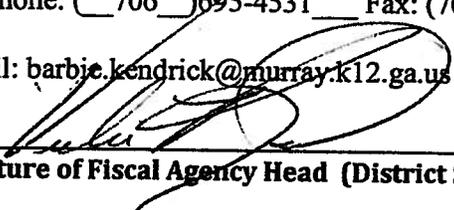
Position/Title of Fiscal Agent's Contact Person: PK-8 Curriculum Director

Address: 1006 Green Rd.

City: Chatsworth Zip: 30705

Telephone: (706) 695-4531 Fax: (706) 695-8425

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



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

Dr. Vickie Reed, Superintendent of Murray County Schools
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12-5-12
Date (required)

Georgia Department of Education Conflict of Interest and Disclosure Policy

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

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

i. Conflicts of Interest

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

a. Organizational Conflicts of Interest.

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

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
- ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
- ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

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

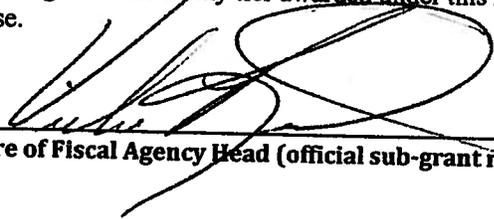
II. **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

III. Incorporation of Clauses

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



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

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

12-5-12
Date



Signature of Applicant's Authorized Agency Head (required)

Dr. Maria Bradley, Principal, North Murray High School
Typed Name of Applicant's Authorized Agency Head and Position Title

12-5-12
Date

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

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

Date (if applicable)

Preliminary Application Requirements

Created Friday, October 12, 2012

Page 1

Click on the [General Application Information](#) link below to assist you in the grant development process.

[General Application Information](#)

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

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Rubric](#)

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.

[Assessment 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 5 in General Application Information 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

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.

• I Agree

Grant Assurances

Created Friday, October 12, 2012

Page 1

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

-
- Yes
-

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
-

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
-

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

Page 2

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

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

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

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

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

Page 3

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.

-
- 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
-

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.

-
- Yes
-

Murray County Schools

District Narrative

Murray County Schools (MCS) is located in the North Georgia Mountains in Murray County. The population of Murray County is 39,628. Murray County is largely agricultural and the main industry in Murray County is textile. Serving approximately 7,575 students, Murray County Schools consists of six elementary schools, grades K-6, two middle schools, grades 7-8, two high schools, one alternative school, and one Pre-K Center. 21% of the student body is Hispanic, 78% white and the remaining 1% two or more races, black and American Indian. 78% of students receive free and /or reduced priced meals. All schools in the Murray County School district are Title I School Wide schools.

Current Priorities

The priority for the Murray County School District is to ensure all students graduate from high school "College and Career Ready". After an analysis of both system and school achievement data, areas of need identified are:

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

Murray County Schools

- Increase classroom technology usage and access to 21st Century technology tools to improve student engagement

Management Structure

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

Past Instructional Initiatives

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

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

Murray County Schools

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

Literacy Curriculum

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

Literacy Assessments

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

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

Need for a Striving Reader Project

Although reading scores for students in grades 3-8 are consistently between a 92% and 94% pass rate as measured by state required Criterion Referenced Competency Test (CRCT), concerns lie in the high percent of students passing the test with minimal scores. Lack of comprehension and low reading skills is evidenced in the low percent of students meeting expectations on the CRCT

Murray County Schools

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

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

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

Murray County Schools

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

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

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

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

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

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

Murray County Schools

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

Management Plan and Key personnel

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

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

Grant Implementation

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

Murray County Schools

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

District level meetings have allowed all individuals listed to discuss and review goals, objectives and implementation plans for the SRCL grant. Literacy is a part of the district and school level

Murray County Schools

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

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

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

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

LEA: Competitive Grants Awarded

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

Murray County Schools

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

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

Title I-A Improving Academic Achievement of Disadvantaged Children

Title II-A Improving Teacher Quality

Title III English to Speakers of other Languages

Title I C Migrant Education Program

Title VI B Individuals with Disabilities Education Act (IDEA)

Homeless Grant

Career, Technology & Agricultural Education (CTAE)

Bright From the Start Pre-K Grant

Murray County Schools

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

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

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

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

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

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

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

Rising Stars

Murray County Schools

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

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

NMHS School/Center Plan Narrative

School History & Organizational Structure

North Murray High School (NMHS) was established as the second high school in the district in 2009. It was built to help reduce overcrowding in the hallways and classrooms. During the 2010-2011 year, North Murray High School opened in a new building that was home to 9th, 10th, and 11th grade students. North Murray graduated its first senior class in May 2012. Its feeder schools include Northwest Elementary, Eton Elementary, Woodlawn Elementary, and Bagley Middle School.

NMHS embraces a fresh mission and vision of being focused on creating a culture of expecting students to attend college in a community where the drop-out rate has been traditionally high. Additionally, the rate of generational and situational poverty continues to rise under the current economic conditions. The unemployment rate in Murray County is 12.1% due to a loss of 417 jobs and layoffs in the local workforce. Murray County School System is a Title 1 district with a free and reduced lunch rate of 74%. NMHS has a free and reduced lunch rate of 65%. By encouraging ALL students to prepare for post-secondary education, the team at NMHS believes they will have a positive impact on the economic and social condition of the community.

With a population of approximately 40,000, Murray County is home to 86% white persons and 14% Hispanic. The breakdown of the student population at NMHS is as follows:

Black (<1%)	Hispanic/Latino 19%	Asian (<1%)	White (79%)
Hawaiian or Pacific Islander (<1%)	Other (<1%)	489 Female	515 Male
English Language Learners (<1%)	Gifted (9%)	Special Education (8%)	

Administrative and Teacher Leadership Teams

The Administrative and Teacher Leadership team meets once a week to work on school issues and to proactively facilitate the progress of the school improvement plan. The teams collaborate during a strategic planning session during the summer; evaluating data, monitoring progress, and creating goals for each school year based on student needs.

Administrators	Leadership Team	Literacy Team
Dr. Maria Bradley, Principal Dr. Kendra Evans, Assistant Principal Keith Swilling, Assistant Principal Roger Rainey, Assistant Principal/Athletic Director	Tara Noe, CIF Marelle Bowers, Counselor Julie Gallman, Counselor Dr. Karen Harkleroad, Counselor Diana Gibson, English Chair Traci Rankin, Math Chair Jon Teater, Science Chair Danielle McClary, Social Studies Chair Michelle Koneman, CTAE Chair Kelly-Marie Sierra, ESS Chair	Dr. Maria Bradley, Principal Tara Noe, Curriculum Specialist Shannon Hicks, Media Specialist Jason Lyles, Science Danielle McClary, Social Studies Nichole Skyles, Reading Specialist Diana Gibson, English David Redmond, Math Elizabeth Cox, CTAE

Literacy Team Structure

The North Murray High School literacy team was initially formed for the purpose of writing the SRCL grant in 2011. The function of the literacy team based on the current needs assessment is to:

- implement a comprehensive literacy program with the focus on the Literacy CCGPS
- ensure effective literacy instruction for students across all content areas
- provide ongoing leadership and support of the literacy program across the curriculum
- seek and secure professional learning opportunities that will ensure implementation of the literacy team's goals

Literacy Team Schedule

Prior to Implementation		
LT Members	Meet once per month	will analyze current data and determine action steps to promote literacy across the curriculum
LT and Staff	Communicate Weekly	via electronic mail and department level collaboration meetings
During and After Implementation		
LT Members	As needed	monitor implementation, determine essential needs, discuss changes, and determine supports and action steps that may be necessary and unanticipated during the implementation process
LT Members	Once per month	

Literacy Team Meetings

Meeting Date	Topics Discussed
October 2, 2012	<ul style="list-style-type: none"> Reviewed comments from raters of Cohort 1 Access codes for Review Room was dispersed Determined delivery of Needs Assessment Survey to staff
October 10, 2012	<ul style="list-style-type: none"> Reviewed results from the survey Determined needs based on results Delegated sections of application to members of team
October 22, 2012	<ul style="list-style-type: none"> Reviewed sections and shared ideas and concerns with members
November 8, 2012	<ul style="list-style-type: none"> Reviewed sections of application Set date for final drafts Set date for upload

Past Instructional Initiatives

- Consistent and pervasive teaching strategies across all content areas with standard lesson planning format
- GAPSS School Keys as standard practice in all classrooms with formative feedback
- School-wide vocabulary strategies across the curriculum
- Electronic database developed where teachers can find graphic organizers and lesson plans for vocabulary instruction across content areas
- Common Benchmark Assessments for each core course
- Collaborative planning to analyze benchmark data and develop action steps to improve student achievement
- Enhanced Positive Behavior Support
- Enhanced Technology Professional Development Opportunities

- Professional Development on Standards-based classrooms, DOK, Literacy Focused Lesson Planning, Differentiation, Scaffolding, and engaging students who live in poverty
- Increased Offerings of AP/H Courses and AP certifications
- 4 Week Progress Reports
- 8 Week Report Cards
- 8 Week Target Meetings with administrator/counselor
- GHS GT Prep Instructors
- Enhanced RTI monitoring
- Tier 2 reading and math classes
- Certified staff for Inclusion classes
- Computer Based Software for students who are struggling to meet standards
- Knight School, After School tutoring

Current Instructional Initiatives

- School-wide focus on student engagement strategies
- School-wide focus on CCGPS
- STEM Academy placement for students who failed the 8th grade CRCT
- Zero tolerance for zeros
- All teachers must have a parent distribution email list and use it on a regular basis
- All teachers must submit weekly lesson plans, using a common lesson plan format, with DOK levels identified for each activity
- Departments meet weekly to collaborate over lesson plans and student work analysis
- Regular subject collaborative meetings providing minutes of two meetings each month to the Curriculum Coach

Professional Learning Needs

The literacy team met on several occasions to analyze data. The data sources included the May 2011 SAI Professional Learning Survey, current EOCT, and GHSWT scores by subgroup and domain, the GAPSS review from fall 2010, and the Literacy Survey from October 2012. The professional learning needs they identified were:

- Training intensively related to literacy strategies
- Professional learning on vocabulary strategies specifically geared to high school
- Individualized specific feedback per teacher per class/course
- RTI training specific to high school
- Time allotted to observe each other for peer feedback and shared learning
- Interpreting and using Lexile scores
- CCGPS implementation training

- Professional learning days that do not take teachers away from the 150-160 students they teach daily
- Technology training for any new technological resources

Need for a Striving Readers Project

NMHS is still a new school whose faculty and student population has been increased for the last four years as it has evolved into a 9-12 high school. There has been little professional development time for the teachers as 7 furlough (professional learning) days have been taken from their schedule. Therefore, the history of completed professional learning courses among staff is inconsistent.

By acquiring funds that will afford the opportunity for teachers to attend professional development that is research-based and focused on vocabulary, fluency, and comprehension strategies, as well as differentiation and student engagement techniques, it is believed that student achievement in literacy will continue to improve. The resources will help in the transition to the more rigorous CCGPS and the new assessment process. The materials and professional development received from the SRCL grant will present teachers the opportunity to increase rigor in the classroom, provide more opportunities for literacy achievement, and prepare students for college and careers.

Scientific, Evidence-Based Literacy Plan

Goal 1: Increase rigor to raise student learning outcomes, graduation rate, and graduate college and career ready.		
Beginning to Implement	Expanding Emphasis	Sustaining the Plan
Analyze data from formative and summative tests to target instruction and identify students in need of interventions.	Examine past successes and best practices to apply to all content areas.	Continue to visit and review other successful RESA district schools with similar student populations to learn successful strategies for improving test scores.
Utilize digital content software to increase standardized test scores.	Implement Strategies to improve test scores.	Continue to analyze test data and reevaluate practices for success.
Provide extra instructional time to students in the form of study hall, before and after school tutoring, etc.		
The Georgia Literacy Task Force believes that a rigorous, standards based curriculum in specialized academic and/or enrichment programs are the foundations for student literacy successes.		
Goal 2: Increase student engagement through the usage and access to 21 st Century technology tools.		
Beginning to Implement	Expanding Emphasis	Sustaining the Plan
Provide staff with professional development on use of available technology to support instruction.	Acquire new technology to support literacy development including tablet e-readers for each department.	Continue to develop high quality, engaging technology-based lessons.
Provide certified teachers with best practices to increase student engagement and achievement with available technology.	Provide professional development on use of new technologies and integration with existing technologies.	Respond to changes in technology by acquiring updates, new apps, etc.
Provide opportunities for all students to interact with available technologies to increase literacy and academic achievement across the curriculum.	Provide certified teachers with best practices to increase student engagement and achievement with new technologies.	Retain highly-competent personnel who use technology effectively and can train new personnel.
	Provide opportunities for all students to interact with new technologies to increase literacy and academic	Seek opportunities for staff to acquire additional online training and district level training according to

	achievement across the curriculum.	classroom needs and subject matter.
		Coordinate existing funds and explore new sources of revenue to maintain existing technologies and to obtain new digital tools.

Georgia's Literacy Plan states that technology is key to instructional improvements and developing and maintaining student engagement.

Goal 3: Provide professional development to enhance literacy instruction and promote student engagement.

Beginning to Implement	Expanding Emphasis	Sustaining the Plan
Provide targeted professional development based on student and teacher needs aligned with the standards.	Provide training to all staff that is targeted for literacy instruction and student engagement.	Train personnel as trainers to redeliver training to new personnel.
Meet by departments to ensure that teachers are planning collaboratively and sharing resources while analyzing and responding to data.	Develop common strategies and assessments that are standards driven and ensure consistent learning expectations and literacy development across all grade levels and courses.	Train personnel to use monitoring applications to measure implementation and effectiveness of professional development.
Meet with instructional coach individually and by department to implement best practices, analyze data, and provide corrective feedback.	Revisit and revise professional development yearly based on student mastery of standards and teacher observations.	Maintain professional development with refresher sessions and updates to curriculum.
	Partner experienced teachers with pre-service and beginning teachers by departments.	Revisit professional development options to utilize on-the-ground experts to develop and support colleagues.
	Use formal and informal observation by consultant to monitor and improve literacy instruction.	Digitally record important professional development and/or exemplary teaching practices for staff to review and share with colleagues.
	Utilize peer coaching to enhance literacy instruction.	

The Georgia Department of Education recommends in Georgia's Literacy Plan that professional development be provided about the characteristics of effective literacy instruction strategies in core academic subjects.

Goal 4: Provide resources to increase literacy instruction across the curriculum.		
Beginning to Implement	Expanding Emphasis	Sustaining the Plan
Acquire literary resources for classrooms and media center through purchases and donations.	Ensure that all classes have classroom libraries that provide access to books on a variety of difficulty levels on a wide range of topics, including culturally-responsive materials, for independent reading.	Allocate funding to update table e-readers and acquire new digital content.
Purchase textbooks and supplementary materials for content areas.	Broaden the types and formats of materials students read independently (e.g., magazines, newspapers, online text, picture books, primary sources, blogs, e-mail, audio books, manuals, ect.).	Allocate funding to update and renew classroom and school library book collection.
Use computer based software and headphones for reading and supplementary reading instruction.	Support equitable access to content by using tablet e-readers with access to various applications and print sources.	Stay abreast of up-to-date materials to support effective reading and writing instruction.
The Georgia Literacy Plan states that using text-based learning promotes student engagement and achievement.		

Needs Assessment

Needs Assessment Process and Explanation of Survey

The process for determining North Murray High School's literacy needs included administration of a K-12 Needs Assessment 2012-2013 Survey completed on October 5, 2012 by 47 (100%) certified teachers in all content areas (ELA, Math, Science, Social Studies, Fine Arts, Health/PE, CTAE, ESS, Non Classroom, and Administration) in grades 9th through 12th. The twenty-six-question survey was developed using computer based survey software tool, and designed directly from the Georgia Literacy Plan Needs Assessment for Literacy. As such, the focus of the survey was on the six (6) building blocks listed in the "What" document to "provide communities with the infrastructure necessary for producing successful readers and writers" when implemented within the school.

Prior to administration, the team discussed the possibility that some teachers with limited training in content literacy may find some questions difficult to interpret and understand. Therefore, it was determined that an introduction to the survey was necessary and was to be provided during a faculty meeting. After everyone was comfortable with the intent of each question, the survey was opened for 48 hour time frame and accessed by each certified teacher via the internet.

The Literacy Team met and discussed the results, then determined the needs of North Murray High School. These needs were confirmed when the Literacy Team completed the Georgia Literacy Plan Template to determine the gaps between the North Murray High School Literacy Plan and the Georgia Literacy Plan. Our needs fall into three areas: 1. RTI; 2. Literacy Instruction; 3. Data Analysis. It was determined that these three areas could advance to Fully Operational with Professional Development. Currently, North Murray High School is unable to

Murray County Schools, North Murray High School

fund professional development due to our strained and lacking budget. As a result, these three needs areas are resulting in numerous areas of concern.

Areas of Concern

Areas of Concern as they Relate to the Research-Based Practices Found in the GLP

Assessment	Areas of Concern	Relates to Georgia Literacy Plan (GLP)
<i>Professional Learning Survey</i>	Lack of funding for professional learning days for all grades	The GLP provides that professional learning opportunities be available to build teacher knowledge of key literacy components, and all professional learning is part of a clearly articulated framework based on data.
	Lack of funding for redelivery of professional learning training	
	Lack of funding for teachers and educational leaders to participate in professional learning which would provide the skills and resources effective in a Title 1 school.	
	Lack of funding for substitutes to allow for teacher/teacher observations	The GLP provides that schools should develop Faculty Study Groups focused on studying student work and data to plan for instruction and intervention on an individual student level.
	Lack of time for feedback from other teachers	
	Action research groups are not prevalent	
	Lack of funding for RTI training specific to high schools.	The GLP provides the explicit professional learning in delivery of engaging instruction that promotes active learning within a response-to-intervention framework.
	Insufficient parent training	The GLP provides that schools should initiate or augment collaborations with out-of-school organizations and the local community to provide a more consistent and relevant message to students.
	Low community participation in the education of students	
<i>Test Data</i>	Algebra scores for grades 9, 10, and 11 due to critical reading being more prevalent in math classes	The GLP provides that schools should select scientifically research-based programs that include systematic and explicit instruction.
	Most domains scored lower than the RESA district scores	

	Traditionally low scores in Economics,	
	Chemical reactions and properties of matter domain scores	
<i>Literacy Instructions</i>	Lack of community participation in instruction	The GLP provides that schools should initiate or augment collaborations with out-of-school organizations and the local community to provide a more consistent and relevant message to students.
	Support system within the community needs to be provided for literacy support	
	Lack of funding for classroom libraries	The GLP provides that schools should have two to four hours of Literacy Instruction in language arts and content-area classes and to provide students with opportunities to self-select reading material.
	Lack of common rubric availability to teach writing across all content areas and grade levels	The GLP provides that schools need to teach students the writing skills and processes that go into creating text.
	Student literacy deficits need to drive school wide professional development	The GLP provides that all professional learning is part of a clearly articulated framework based on data.
	Teachers need to plan and design professional development	
	Paraprofessionals need to be included in professional development	
	Fiscal resources are limited for literacy planning	
	Specific protocol needs to be used for examining student work collaboratively	The GLP provides for a systematic, explicit instruction for students.
	All classrooms need to provide exemplary writing samples	
	Ability to explain literacy strategies and skills and when to use them in all content areas	
	Teachers should use word studies, repeated readings, and partner readings	
	Ability to offer choices in content process and product to all students	
<i>Professional Learning Needs</i>	Training intensively related to literacy for all content areas	The GLP provides for professional learning opportunities available to build teacher knowledge of key
	Training to teach vocabulary strategies	

	specifically geared to high school students	literacy components.
	Training on interpreting and using Lexile scores	
	RTI training specific to high school	The GLP provides that all students have a four-tiered instructional model: Response-to-Intervention.
	Time allotted to observe peer teachers for feedback and shared learning	The GLP provides for explicit professional learning (modeling, observations, and coaching) in delivery of engaging instruction that promotes active learning within a response-to-intervention framework.
	Individualized specific feedback per teacher per class/course	

Steps Taken to Address Areas of Concern

- Interactive white boards and projectors have been placed in all classrooms and teachers have attended training;
- Two computer labs have been furnished with up-to-date computers and internet access;
- An academic computer based software which provides standards-based assessments, instruction, and review has been purchased for all EOCT tested content areas;
- Special Education teachers have been trained on analyzing student work samples and developing new strategies to encourage improvement;
- Professional learning goals established based on need - limited training to various grade levels and content areas has been provided;
- The Georgia Department of Education writing rubrics have been implemented in all ELA classes;
- Before and after school tutoring is offered for all students in all academic content areas;
- Vocabulary strategies training provided to Science and Social Studies teachers;
- Network drive loaded with resources for teaching vocabulary across all content areas was developed.
- Literacy Magazine is in its beginning stages. Students will design, write, illustrate, and edit the magazine which will be disbursed among the school and community.
- Intensive emersion into the Literacy CCGPS – total 4 training days (speaking/listening, reading, writing, viewing) and non-negotiable requirement that the literacy standards be written and implemented in all lesson plans across all classes.

Root Cause Analysis

Areas of Concern Found in Needs Assessment & Rationale for the Determination of the Cause

The literacy team spent several hours completing “The Five Whys” (GLISI, 2009). This process helped the team look several layers below the surface symptoms to underlying, deeper causes of our weaknesses indicated in the needs assessment.

Faculty Can Control	Faculty Can Not Control
Teacher preparation for following a framework which provides exemplary strategies in vocabulary	Parental involvement at the high school level is limited due to parents’ inability to take time off from work
Comprehension, differentiation, and student engagement in all content areas and grade levels	Poverty level of the students is high
The training for and use of the most up-to-date technology for increasing students’ time engaged with print	School calendar is shorter with only 160 instructional days and no substitute teachers
The monitoring of research based, best practices used by every teacher in the building	No professional learning days are built into the calendar during the school year
The feedback that is given by colleagues to each other in order to develop the professional learning community	
The implementation of the CCGPS in all areas	

It was determined through teacher questionnaires and department level interviews that the teaching of vocabulary, fluency, and comprehension strategies across the curriculum is fragmentary at best. The summarizing skills of the students are not developed through writing and speaking in all content areas. This was indicated in the 2010 GAPSS review analysis. The report showed that only 14% of classrooms had any sort of summarizing activity for students, 51% developed content specific vocabulary in context, and only 19% provided differentiation to the classroom activities. Lack of differentiation, summarizing opportunities, and vocabulary development are primary causes for low student literacy gains. Although every teacher has an interactive white board and other technology, only 38% of classrooms had students engaged with the technology. Additionally, students were only demonstrating personal efficacy and engagement with the lesson in 25% of classrooms observed. The technology we already have is

not being utilized to engage students in interactive learning in all classrooms. The GAPSS analysis indicates that no subject areas are strong in vocabulary strategies, student engagement, summarizing activities, or differentiation. All departments and courses are affected.

Analysis and Identification of Student and Teacher Data

Disaggregation of Data

EOCT 2012 Content Area / Domain	Number Possible	NMHS Mean Score	Average Percentage Correct
Math I			
Algebra	19	10.3	54%
Geometry	19	9.4	49%
Data Analysis & Probability	16	8.3	52%
Math 2			
Algebra	21	8.4	40%
Geometry	19	8.1	43%
Data Analysis & Probability	14	6.6	47%
GPS Algebra			
Algebra	32	13.3	42%
Data Analysis & Probability	22	8.7	40%
Ninth Grade Lit & Comp			
Reading and Literature	23	17.7	77%
Reading, Listening, Speaking & Viewing Across the Curriculum	17	13.9	82%
Writing	14	9.7	69%
Conventions	14	9.8	70%
American Lit & Comp			
Reading and Literature	26	17.3	67%
Reading, Listening, Speaking & Viewing Across the Curriculum	14	11.3	81%
Writing	14	9.6	69%
Conventions	14	10.5	75%
Biology			
Cells	12	6.2	52%
Organisms	12	6.6	55%
Genetics	17	10.4	61%
Ecology	17	10.9	64%
Evolution	10	6.2	62%
Physical Science			
Chemistry: Atomic & Nuclear Theory & Periodic Table	17	10.0	59%
Chemistry: Chemical Reactions & Properties of Matter	17	8.5	50%
Physics Energy, Force, and Motion	17	10.2	60%
Physics: Waves, Electricity, and Magnetism	17	10.1	59%
US History			

Colonization through the Constitution	13	7.4	57%
New Republic through Reconstruction	13	8.6	66%
Industrialization, Reform, and Imperialism	11	6.7	61%
Establishment as a World Power	16	9.9	62%
Modern Era	15	9.4	63%
Economics/Business/Free Enterprise			
Fundamental Economic Concepts	14	6.4	46%
Microeconomic Concepts	15	7.9	53%
Macroeconomic Concepts	14	7.6	54%
International Economics	12	5.4	45%
Personal Finance Economics	13	6.7	52%

GHS/GHSWT Class of 2012	All Test Takers	FAY Students	ED Students	Hispanic	ESS
ELA (AYP)	89.47%	90.40%	88.30%	89%	67%
Math (AYP)	77.99%	78.20%	70.30%	77%	50%
Science	91.86%	91.90%	89.20%	92%	84%
Social Studies	79.42%	80.20%	73%	76%	50%

GHSWT Fall 2012	Meet or Exceed
All Test Takers	91.5%
1st Time Test Takers	94.3%

GHSWT Fall 2012	Total Students
Senior Re-takes	6
ELL or ESS	5

Strengths and Weaknesses

According to the data, content classes which relies mostly on math computation and skills prove to be a difficult struggle for students at NMHS. This is believed to be a result of the increase expectation of critical reading in math and economic classes. Teachers in these content areas a more apprehensive and less trained on how to incorporate literacy into their content areas.

Hence, this area is a weakness. As mentioned earlier, NMHS's ELA teachers are highly trained in literacy and extremely comfortable in literacy instruction. This is evident in the scores listed above and the success of our students. ELA continues to be a strength for NMHS.

Teacher Retention

When NMHS was established, every teacher except one was hired from within the system due to federal and state education budget cuts. The system has had a reduction in force every year since. Many NMHS teachers have come from the elementary and middle school level. Over the course of the past 3 years, some NMHS staff members were moved by the system due to teacher certification to the elementary and middle school level. This has been an issue for hiring and retaining the correct teacher for the job. Although the staff has been getting larger every year as the number of students has increased, the school continues to be effected by the annual reduction in force. Therefore the teacher retention rate for the past 3 years is as follows:

- 2009-2010: 76% retention
 - There were several transfers this year due to budget cuts and to ensure that teachers were highly qualified in their positions.
- 2010-2011: 85% retention
- 2011-2012: 86% retention

Professional Learning Communities

Teachers participate in the following professional learning communities or on-going professional learning at North Murray High School:

- Leadership Team
- Literacy Team
- Weekly collaborative planning within department
- Work with Curriculum Specialist on GAPSS walkthrough feedback and benchmark analysis
- Peer observations
- Work with ELA and Math mentors from RESA bi-monthly

Project Goals and Objectives

Project Goals and Objectives Directly Related to the Identified Needs

Project Goals	Project Objectives	Correlation to Georgia's Literacy Plan "What" and "Why"
Increase rigor to raise student learning outcomes, graduation rate, and graduate college and career ready.	Transforming CCGPS standards into learning; Analyze data to drive instruction; Provide additional support to struggling students	The Georgia Literacy Plan states that a rigorous, standards based curriculum in specialized academic and/or enrichment programs are the foundations for student literacy successes.
Increase student engagement through the usage and access to 21 st Century technology tools.	Professional development for technology; Tablets/E-Readers for each department; Educational apps/lesson plans	According to Georgia's Literacy Plan, technology is a key component when seeking to improve instruction and increase student engagement
Provide professional development to enhance literacy instruction and promote student engagement.	Professional Training on implementing frameworks which provide for exemplary practices; Common lesson plans and assessments; Teacher support from peers	The Georgia Literacy Plan also provides that professional development, which specializes in literacy-based instruction and strategies across the curriculum, is imperative to student achievement
Provide resources to increase literacy instruction across the curriculum.	Provide adequate print and non-print resources that include diverse, complex, and informational text.	The Georgia Literacy Plan states that using text-based learning promotes student engagement and achievement.

Goals to be funded with other sources

Title 1 will continue to fund the four goals set forth by the NMHS Literacy Team, but the funds are so limited that the degree to which the goals and objectives can be carried out depends greatly upon the award of the grant. Once the professional learning community is developed through the SRCL grant, the Literacy Team's vision will be able to be sustained through Title 1 funding and other instructional monies.

To ensure there are no conflicts between Striving Reader and previous initiatives, the Striving Reader grant will use training and strategies which are already partially in place in the district. The further training focused on literacy will seamlessly support previous and new reform efforts. In addition, the new technologies acquired with the grant will support and enhance existing technologies and will create synergistic lessons utilizing both existing and new technologies.

Scientific, Evidence-Based Literacy Plan

Goal 1: Increase rigor to raise student learning outcomes, graduation rate, and graduate college and career ready.		
Beginning to Implement	Expanding Emphasis	Sustaining the Plan
Analyze data from formative and summative tests to target instruction and identify students in need of interventions.	Examine past successes and best practices to apply to all content areas.	Continue to visit and review other successful RESA district schools with similar student populations to learn successful strategies for improving test scores.
Utilize digital content software to increase standardized test scores.	Implement Strategies to improve test scores.	Continue to analyze test data and reevaluate practices for success.
Provide extra instructional time to students in the form of study hall, before and after school tutoring, etc.		
The Georgia Literacy Task Force believes that a rigorous, standards based curriculum in specialized academic and/or enrichment programs are the foundations for student literacy successes.		
Goal 2: Increase student engagement through the usage and access to 21st Century technology tools.		
Beginning to Implement	Expanding Emphasis	Sustaining the Plan
Provide staff with professional development on use of available technology to support instruction.	Acquire new technology to support literacy development including tablet e-readers for each department.	Continue to develop high quality, engaging technology-based lessons.
Provide certified teachers with best practices to increase student engagement and	Provide professional development on use of new technologies and integration	Respond to changes in technology by acquiring updates, new apps, etc.

achievement with available technology.	with existing technologies.	
Provide opportunities for all students to interact with available technologies to increase literacy and academic achievement across the curriculum.	Provide certified teachers with best practices to increase student engagement and achievement with new technologies.	Retain highly-competent personnel who use technology effectively and can train new personnel.
	Provide opportunities for all students to interact with new technologies to increase literacy and academic achievement across the curriculum.	Seek opportunities for staff to acquire additional online training and district level training according to classroom needs and subject matter.
		Coordinate existing funds and explore new sources of revenue to maintain existing technologies and to obtain new digital tools.
Georgia's Literacy Plan states that technology is key to instructional improvements and developing and maintaining student engagement.		
Goal 3: Provide professional development to enhance literacy instruction and promote student engagement.		
Beginning to Implement	Expanding Emphasis	Sustaining the Plan
Provide targeted professional development based on student and teacher needs aligned with the standards.	Provide training to all staff that is targeted for literacy instruction and student engagement.	Train personnel as trainers to redeliver training to new personnel.
Meet by departments to ensure that teachers are planning collaboratively and sharing resources while analyzing and responding to data.	Develop common strategies and assessments that are standards driven and ensure consistent learning expectations and literacy development across all grade levels and courses.	Train personnel to use monitoring applications to measure implementation and effectiveness of professional development.
Meet with instructional coach individually and by department to implement best practices, analyze data, and provide corrective feedback.	Revisit and revise professional development yearly based on student mastery of standards and teacher observations.	Maintain professional development with refresher sessions and updates to curriculum.
	Partner experienced teachers with pre-service and beginning teachers by departments.	Revisit professional development options to utilize on-the-ground experts to develop and support colleagues.

	Use formal and informal observation by consultant to monitor and improve literacy instruction.	Digitally record important professional development and/or exemplary teaching practices for staff to review and share with colleagues.
	Utilize peer coaching to enhance literacy instruction.	

The Georgia Department of Education recommends in Georgia's Literacy Plan that professional development be provided about the characteristics of effective literacy instruction strategies in core academic subjects.

Goal 4: Provide resources to increase literacy instruction across the curriculum.

Beginning to Implement	Expanding Emphasis	Sustaining the Plan
Acquire literary resources for classrooms and media center through purchases and donations.	Ensure that all classes have classroom libraries that provide access to books on a variety of difficulty levels on a wide range of topics, including culturally-responsive materials, for independent reading.	Allocate funding to update table e-readers and acquire new digital content.
Purchase textbooks and supplementary materials for content areas.	Broaden the types and formats of materials students read independently (e.g., magazines, newspapers, online text, picture books, primary sources, blogs, e-mail, audio books, manuals, ect.).	Allocate funding to update and renew classroom and school library book collection.
Use computer based software and headphones for reading and supplementary reading instruction.	Support equitable access to content by using tablet e-readers with access to various applications and print sources.	Stay abreast of up-to-date materials to support effective reading and writing instruction.

The Georgia Literacy Plan states that using text-based learning promotes student engagement and achievement.

Current Instructional Schedule (Tiered Instruction Minimum of 2 – 4 Hours)

The current instructional schedule at North Murray High School includes 385 minutes of daily academic instruction in seven class periods. During this time students receive dedicated literacy instruction across the curriculum.

RTI Model

Implementation of Tier I instruction is currently based on the Common Core Georgia Performance Standards for the 2012-2013 year for all grades. All classroom resources support this instruction including textbooks, trade books, technology and consumables.

	Time	Personnel	Strategies
Tier II	All day	All staff	Implement exemplary evidence-based strategies in small groups within classrooms
Tier III	One class period a day	Content specialist	Vocabulary development, Test-taking strategies, Reading comprehension strategies
Tier IV	27.5 hours/week	ESS Staff: 10 teachers and 4 paraprofessionals	Inclusion accommodations, small group instruction, scaffolding

Tiered Instructional Schedule

Embedded Tiered Instruction	ELA	Math	Science	Social Studies	Electives (times 2)
Daily	56 minutes	Min.15 minutes	Min.15 minutes	Min. 15 minutes	Min. 15 minutes

Scheduling of the strategies will be designed for RTI with application of assessments and interventions when appropriate. The following strategies will be mastered in staff training and applied to all classes:

- Connecting Exemplary Practices in Acquisition Lessons
- Vocabulary Instruction
- Connecting Extending Thinking
- Reading Assignments in All Content Areas 9-12
- Writing Assignments 9-12

Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

Current		
Classroom	Shared	Media Center
Interactive White Board	Two Computer Labs	Two set of Encyclopedia (2005 and 2007)
Wall Projector	Career Center – 15 Computers	Approx. 15,000 Fiction, Non-fiction, and various references
Laptop computer	Computer Based Reading Intervention Software	Four Laptops for checkout
Printer		
Many have: data collection and analysis system Subject specific textbooks		
Some have: Trade books		
Few Have: Mobile Writing Tablet		

Assessment/Data Analysis Plan

Current Assessment Protocol

Assessment	Grade Level(s)	Purpose	Skills/Content Areas	Frequency
GA High School Graduation Test	11	O	ELA, Math, Science, Social Studies	1 x per year
GA High School Writing Test	11	O	ELA	1 x per year
End of Course Test	9-12	O	9 th Grade Lit. and Composition, American Literature, Math 1, Math 2, U.S. History, Economics, Biology, Physical Science	1 x per year
PSAT	10	PM, O	Critical Reading, Math, Writing	1 x per year
Advanced Placement	9-12	O	US History, World History, Biology, Literature, Human Geography	1 x per year
MAZE Testing	8, 9-12	S		1 x per year
FCRR Fluency Testing	8, Remedial 9-12	S	Fluency	3 x per year minimum
iReady (ESS only)	9-12	S, D	Reading, Math	2 x per year
W-APT (ELL Only)	9-12	S	Reading, Math, Writing, Language	As needed to students who transfer from another country
Access (ELL only)	9-12	S, PM, D, O	Reading, Math, Writing, Language	1 x per year
Math STAR Testing	9-12	S, PM, D	Math	3 x per year
Study Island	9-12	S, PM, O, D	ELA, Math, Science, Social Studies	Ongoing throughout the year

Benchmark Exams	9-12	S, PM, O, D	ELA, Math, Science, Social Studies	5 x per year
S=screening, PM=progress monitoring, O=outcome, D=diagnostic				

Explanation of Current Protocol

- On-going formative and summative assessments to screen, diagnose and monitor student progress and measure final outcome of student success
- At-risk 8th graders are screened using MAZE and FCRR testing and identified as at-risk readers. They are placed into RTI Tier III remedial reading classes
- Specific content areas through Benchmark exams to target specific domains for at-risk students and the performance of individual teachers
- I-Ready Diagnostic Tool for ESS students for diagnostics with Reading and Math that aligns IEP Goals and Objectives based on student specific needs
- W-APT Diagnostic Tool for ELL students for placements in ESOL courses
- ACCESS Assessment for ELL students to determine the level of ESOL support
- Benchmark, PSAT, and STAR Math testing are used to Screen, Diagnose, and Monitor student mastery
- GHSGT, GHSGWT, End-of-Course Test, AP Exams are used to assess student learning outcomes
- Study Island is used to Screen, Diagnose problem areas, monitor student performance, and measure student outcomes

Comparison of the Current Protocol with the SRCL Assessment Plan

The current assessment protocol will remain the same but with additional assessments to evaluate the effectiveness of the Striving Readers grant initiatives. No current assessments will be discontinued as a result of the implementation of SRCL.

How New Assessments will be Implemented into the Current Assessment Schedule

A GAPSS review will be added in the spring of the first year of grant implementation and continued annually for the duration of the grant. Teachers will be monitored on their execution and implementation of literacy based strategies by peers, school administrators, and the Curriculum Specialist. Student engagement screenings will be conducted in short awareness

walks by peer teachers, the curriculum specialist, and administrators. The CCGPS will be measured annually in the spring through a new assessment that will be administered a minimum of twice per year – one for each section, with the possibility of benchmark assessments taking place in the fall and winter. If the state does not provide funding for the common core benchmarking program, SRCL grant funds may be used to secure benchmark assessment data.

Current Assessments that might be Discontinued as a Result of the Implementation of the SRCL

No current assessments will be discontinued as a result of the implementation of SRCL.

Professional Learning Needed by Teachers to Implement New Assessments

- CCGPS benchmark training
- Monitoring for student engagement
- Georgia School Keys training so teachers can observe each other and give feedback

How Data is Disseminated to Parents and Stakeholders

Data such as report cards, important information regarding testing, and student test scores are most commonly presented to parents through letters and emails. North Murray compiles an email distribution list for all parents with access to email. The Principal and all teachers send mass announcements via this email distribution list. Data is presented through the school website and a text messaging service, Messenger Dog. In addition, parents and/or guardians may access student grades through the internet source. Murray County School System also annually hosts a *State of the School System* address in which strategic goals, initiatives, and data are shared with community members.

**Strategies and Materials (Existing and Proposed) Including Technology
to Support the Literacy Plan**

Resources Needed to Implement the Literacy Plan

Classroom Practices	Intervention Programs	Additional Strategies Needed
CCGPS driven instruction	Math support class	Further vocabulary, fluency, comprehension, and writing strategies
Essential Questions	Reading support class	Consistent writing rubrics
Word walls	Progress monitoring through formative assessments	Strategies that use new technologies
Standards posted and references	Computer-based Reading Intervention Software	CCGPS college and career readiness strategies
Activating strategies for vocabulary	Before and after school tutoring	
Graphic organizers		
Differentiation		

Additional Resources Needed to Ensure Student Engagement and Student Success

Resources Needed	Ensuring Student Engagement and Success
Two class sets of tablet e-readers for every department	Provide unlimited print sources, increase access to classroom libraries, and enable student networking.
Individual Student Flash-drive	Store and retrieve information and assignments in and out of school.
Resources and Materials including books, software, flipcharts, and training for all certified staff	Consistent and pervasive teaching strategies
Flat screen monitors for high traffic areas	Constant streaming of vocabulary and testing strategies with competitions to engage students with the media and learning
Flip camcorders for departments	Engage students in literacy based interactive lessons with students in other locations around the globe
Document readers for attaching to interactive white boards	Engage students with commentary in the language of the standard through peer evaluations of student work

List of Activities that Support Literacy

Classroom Practices	Intervention Programs	Additional Strategies Needed
CCGPS driven instruction	Math support class	Further vocabulary, fluency, comprehension, and writing strategies
Essential Questions	Reading support class	Consistent writing rubrics
Word walls	Progress monitoring through formative assessments	Strategies that use new technologies
Standards posted and referenced	Computer-based reading intervention	CCGPS college and career readiness strategies
Graphic organizers	Before and after school tutoring	Additional Differentiation Strategies

General List of Current Classroom Resources, Shared Resources Available and Media Center Resources

Current		
Classroom	Shared	Media Center
Interactive White Board	Two Computer Labs	Two set of Encyclopedia (2005 and 2007)
Wall Projector	Career Center – 15 Computers	Approx. 15,000 Fiction, Non-fiction, and various references
Laptop computer	Computer Based Reading Intervention Software	Four Laptops for checkout
Printer		
Many have: data collection and analysis system Subject specific textbooks		
Some have: Trade books		
Few Have: Mobile Writing Tablet		

List of Activities that Support Literacy Intervention Programs

Embedded Tiered Instruction	ELA	Math	Science	Social Studies	Electives (times 2)
Daily	56 minutes	Min.15 minutes	Min.15 minutes	Min. 15 minutes	Min. 15 minutes

Scheduling of the strategies will be designed for RTI with application of assessments and interventions when appropriate. The following strategies will be mastered in staff training and applied to all classes:

- Connecting Exemplary Practices in Acquisition Lessons
- Vocabulary Instruction
- Connecting Extending Thinking
- Reading Assignments in All Content Areas 9-12
- Writing Assignments 9-12

Professional Learning Strategies Identified on the Basis of Documented Needs

Professional Learning – Current and Ongoing and Percentage of Teachers Attending

Schedule 2012-2013	Professional Learning Activities	Attendance
August	<ul style="list-style-type: none"> • Coordinate Algebra with Bonnie Angel, Math Mentor from RESA • New Teachers Orientation (Lesson Plans and School Procedures) • SLDS Training in Computer 	<p>100% of Math Teachers</p> <p>100% of new teachers</p> <p>100% of all teachers</p>
September	<ul style="list-style-type: none"> • Math Department observations and follow up on Common Core with Bonnie Angel, Math Mentor • CCGPS Literacy Listening/Speaking Standards with Dr. Cheryl Thomasson 	<p>100% of math teachers</p>
October	<ul style="list-style-type: none"> • WIDA Standards with Jan Dunn 	<p>100% of all teachers</p>
November	<ul style="list-style-type: none"> • CCGPS Literacy Reading Standards across the curriculum with Andrea Morrow and Tara Noe, district high school CIFs • “What Great Teachers Do Differently” Session 1 (Video Series with Todd Whitaker) • Benchmark Collaboration over data with documentation • 9th Grade ELA CCGPS MCHS/NMHS with Beth Johnston 	<p>100% of all teachers</p> <p>100% of all teachers</p> <p>100% of 9th ELA teachers</p>
December	<ul style="list-style-type: none"> • “What Great Teachers Do Differently” Sessions 2 and 3 (Video series with Todd Whitaker) • CCGPS Literacy Writing Standards across the curriculum with Toby Westmoreland, Bagley Middle School CIF • Common Core, PARC, and Differentiation Redelivery (Linder & Morrow; Noe) 	<p>100% of all teachers</p> <p>100% of all teachers</p> <p>100% of all teachers</p>
January	<ul style="list-style-type: none"> • TKES Staff Orientation with Melinda Moe from DOE • Benchmark Collaboration over data with documentation • Lexile and Text Complexity (CCGPS) for all teachers with Kelly Rogers 	<p>100% of all teachers</p> <p>100% of teachers with benchmarks</p> <p>100% of all teachers</p>
February	<ul style="list-style-type: none"> • ESS Department Training on Lexile, 	<p>100% of all ESS teachers</p>

	Literacy, and TKES with Tara Noe and Lisa Smith <ul style="list-style-type: none"> • Math observations and follow up collaboration with Bonnie Angel 	100% of all Math teachers
March	<ul style="list-style-type: none"> • Benchmark Collaboration over data with documentation • Math observations and follow up collaboration with Bonnie Angel 	100% of teachers with benchmarks 100% of all Math teachers
April	<ul style="list-style-type: none"> • TKES Sample Video and Documentation review to show how model teacher was evaluated 	100% of all teachers
May	<ul style="list-style-type: none"> • TKES Sample Video and Documentation review to show how model teacher was evaluated • EOCT analysis by department with collaboration documentation 	100% of all teachers

Programmatic Professional Learning Needs Identified in the Needs Assessment

Professional Learning Needs	Related to Georgia Literacy Plan
<ul style="list-style-type: none"> • Training intensively related to literacy for all content areas 	The GLP provides for professional learning opportunities available to build teacher knowledge of key literacy components.
<ul style="list-style-type: none"> • Training to teach vocabulary strategies specifically geared to high school students 	
<ul style="list-style-type: none"> • Training on interpreting and using Lexile scores 	
<ul style="list-style-type: none"> • RTI training specific to high school 	The GLP provides that all students have a four-tiered instructional model: Response-to-Intervention.
<ul style="list-style-type: none"> • Time allotted to observe peer teachers for feedback and shared learning 	The GLP provides for explicit professional learning (modeling, observations, and coaching) in delivery of engaging instruction that promotes active learning within a response-to-intervention framework.
<ul style="list-style-type: none"> • Individualized specific feedback per teacher per class/course 	

Process to Determine if Professional Development is Adequate and Effective

Routinely, NMHS administers a professional development survey at the close of each session. The teachers are requested to rate the knowledge of the instructor; the usefulness of the

content of the training; their comfort level utilizing the skill/information in class both prior to and after each training. This information is reviewed by administration and observations are conducted to evaluate and monitor each teacher's usage of the new skills acquired in training. Additionally, during department level meetings, the teachers discuss the content of the training and collaborate how to incorporate the new training into their classrooms.

Sustainability Plan

<p>NMHS will extend the assessments protocol beyond the grant period.</p>	<ul style="list-style-type: none"> • NMHS will continue to adhere to currently established district-wide assessment protocols derived from the CCGPS. This will provide teachers with appropriate diagnostic information to identify and facilitate students' strengths and weaknesses.
<p>NMHS will develop and maintain community partnerships to assist with funding.</p>	<ul style="list-style-type: none"> • NMHS conducts multiple stakeholder meetings to collect stakeholder feedback pertaining to literacy needs. Partnerships will be formed and maintained to help with sustaining funding.
<p>NMHS will expand lessons learned.</p>	<ul style="list-style-type: none"> • The Curriculum Instructional Facilitator (CIF) will redeliver training and enrichment lessons to teachers. • Literacy trainings from information learned from the SRCLG will be offered for teachers so they can keep abreast of current trends and teaching strategies. • Professional development courses in the areas of literacy, writing, technology integration, and RTI implementation will be offered.
<p>NMHS will extend the assessment protocols.</p>	<ul style="list-style-type: none"> • NMHS is committed to maintaining the current assessment protocol established by the Murray County Board of Education. Teachers will continue collecting data through screening, progress monitoring, and formative and summative assessments. The Curriculum Coach currently monitors and will continue to monitor RTI, County Benchmark scores, EOCT results, and school-wide data.
<p>NMHS will train new system employees.</p>	<ul style="list-style-type: none"> • Trainings will be offered throughout the school year at NMHS as well as district-wide, so that new teachers will have opportunities to benefit from the SRCLG information and findings. Teacher mentors will be established for common content areas to ensure that new teachers are prepared to appropriately incorporate all aspects of literacy instruction across the curriculum. NMHS will continue to provide ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.
<p>NMHS will maintain technology after funding has ended.</p>	<ul style="list-style-type: none"> • The Murray County Schools' (MCS) Technology Department maintains a strong infrastructure. • NMHS will continue to have a part-time Technology Technician, part of the district-wide technology team, who will support our school with hardware and instructional technology needs. • Insurance and site licenses will be maintained by MCS. • NMHS will follow the MCS Technology Plan to address infrastructure upgrades and replacement needs as new materials are integrated into the school.

	<ul style="list-style-type: none"> • To ensure that teachers maintain cutting-edge technological skills, NMHS administrators and teacher leaders will attend technology integration professional learning. This, in turn, will allow teachers to continuously apply 21st century learning practices during instruction.
NMHS will maintain on-going professional learning after funding has ended.	<ul style="list-style-type: none"> • NMHS will continue using the Georgia DOE's Striving Literacy Resources. • NMHS will incorporate research-based, data-driven professional learning. • NMHS will provide leadership opportunities for teachers to put into practice tiered instruction
NMHS will ensure new teachers receive professional learning after funding has ended.	<ul style="list-style-type: none"> • NMHS offers a mentoring program for new teachers to offer support, resources, and advice. Each new teacher is assigned an individual mentor who is a veteran teacher within the particular content area.
NMHS will ensure print materials are replaced when necessary.	<ul style="list-style-type: none"> • Title I funds will continue to be efficiently utilized to replace print materials when necessary. • Fiscal resources generated from various fundraisers and donations will help supplement and support print material needs.
NMHS will expand the lessons learned through the SRCL project with other schools and new teachers to the LEA.	<ul style="list-style-type: none"> • NMHS will continue to collaborate effectively with the local RESA to facilitate new learning. Using various modes, NMHS will continue to provide training to new system employees.

Budget Summary

The budget will be based on the needs identified at North Murray High School. After analyzing data, reviewing the results of the teacher survey, and further discussion of the literacy team, our primary needs are divided into three areas: 1) Literacy Instruction; 2) RTI; 3) Data Analysis. Budget priorities for the grant funds will be spent on professional learning addressing key literacy components, RTI training specific to high school, and training on how to use data to guide instruction. Funds will also be allocated to pay for substitutes so that the teachers can attend professional learning and build literacy professional learning communities. The final funding priority will be for classroom libraries and to enhance the school media center print and not-print reading materials.

Georgia Striving Reader Subgrant	
Budget Breakdown	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	
610 - Supplies	\$10,000.00
611 - Technology Supplies	\$15,000.00
612 - Computer Software	\$47,000.00
615 - Expendable Equipment	\$3,950.00
616 - Expendable Computer Equipment	\$96,000.00
641 - Textbooks	
642 - Books and Periodicals	
Function Code 1000 - Instruction Narrative: Instructional supplies will include items like paper, pens, highlighters, pencils, post-its, markers, chart tablets with easels. Technology supplies include projector bulbs and ink. Computer software and software applications for e-tablets, and Brainpop subscription. Expendable equipment includes flat screen monitors for SAT/ACT prep in schoolwide high-traffic areas and flip camcorders. Expendable computer equipment includes e-tablets with carts, document cameras for Smart Boards, and laptop carts.	
Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	

641 - Textbooks	
642 - Books and Periodicals	
Function Code 2100 - Pupil Services Narrative: All certified staff will have to attend mandatory training upon receipt of the SRCL grant.	
Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	
114 - Non-Certified Substitutes	
116 - Professional Development Stipends	\$89,600.00
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	\$16,250.00
580 - Travel	\$8,380.00
610 - Supplies	\$9,834.00
810 - Registration Fees for Workshops	\$12,800.00
Function Code 2210 - Improvement of Instructional Services Narrative: The PD stipends will pay staff members for attending Saturday trainings. This will keep the staff from missing instructional days with students. The contracted services are to pay for trainers and their expenses. The supplies are for books, flip charts, and other professional learning supplies.	
Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	\$5,000.00
Function Code 2220 - Educational Media Services Narrative: The books and periodicals are for the new media center to have high interest fiction and non-fiction books for the students to read. The media center currently has a split collection from the other high school. It is most populated with 9th grade books.	
Function Code 2500 - Support Services - Business	Year 1
Object Codes	Amount Budgeted
148 - Accountant	
200 - Benefits	
300 - Contracted Services	
580 - Travel	

880 - Federal Indirect Costs	
Function Code 2500 -Support Services - Business Narrative:	
Total Budget for Year 1	\$313,814.00