School Profile

Created Tuesday, September 18, 2012

Page 1

School Information

School Information	District Name:	Murray County
School Information	School or Center Name:	Mountain Creek Academy

Level of School

Alternative

Principal

Principal	Name:	Paula Martin
Principal	Position:	Principal
Principal	Phone:	706-517-5355
Principal	Email:	paula.martin@murray.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information	Name:	Marcus Richardson
School contact information	Position:	Academic Coach
School contact information	Phone:	706-517-5355
School contact information	Email:	marcus.richardson@murray.k12.ga.us

Grades represented in the building

example pre-k to 6

6-12

Number of Teachers in School

8

FTE Enrollment

190

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

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

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

Address: 1006 Green Rd._____

City: ___Chatsworth_____ Zip: ___30705_____

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

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

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

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

_12-5-12_____
Date (required)

Georgia Department of Education
Conflict of Interest and Disclosure Policy

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

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

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

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

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

i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

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

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

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

b. Employee Relationships

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

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

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

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

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

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

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

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

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

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

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

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

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

[ ] No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.
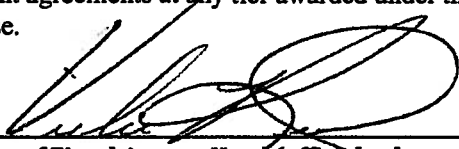
II.   **Disclosure of Conflict of Interest after Agreement Execution**

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

Conflict of Interest & Disclosure Policy

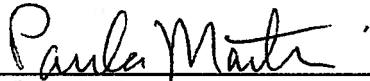**III.** **Incorporation of Clauses**

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

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

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

__12-5-12_____
Date

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

Paula Martin, Principal, Mountain Creek Academy
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 Thursday, December 13, 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 Grant 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 Thursday, December 13, 2012

Page 1

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

A Zf t

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.

A Zf t

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

A Zf t

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

A Zf t

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.

A Zf t

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

A Zf t

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

A Zf t

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.

A Zf t

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

A Zf t

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

A Zf t

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

A Zf t

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

A Zf t

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

A Zf t

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

A Zf t

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

A Zf t

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

A Zf t

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

A Zf t

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

A Zf t

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

AZft

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

AZft

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

À Zf t

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

À Zf t

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

À Zf t

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

À Zf t

District Narrative

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

Current Priorities

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

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

- Increase classroom technology usage and access to 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

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

Literacy Curriculum

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

Literacy Assessments

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

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

Need for a Striving Reader Project

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

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

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

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

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

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

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

	2012	2011	2010
Graduation Rate	Not Available	80.6	76.6

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

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

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

Management Plan and Key personnel

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

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

Grant Implementation

	Individual Responsible	Supervisor
Grant Administration 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

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

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

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

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

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

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

LEA: Competitive Grants Awarded

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

FY09 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

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

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

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

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

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

A Framework for Understanding Poverty by Ruby Payne

Teaching with Poverty in Mind by Eric Jensen

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

Rising Stars

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

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

Narrative

Mountain Creek Academy (MCA) serves Murray County's students as an alternative educational facility for middle and high school students. MCA operates as a Title I School. MCA functions within the district to help students be successful when they have experienced learning or behavioral problems within their home school. MCA also accepts volunteer students who desire to attend because they do not "fit in" with the parameters of the traditional high school model. MCA specializes in offering a small group educational setting for at-risk students who may have a need for smaller class sizes and individualized instruction. For the 2012-2013 school years, MCA offers three different types of classrooms: Punitive (students placed due to behavioral issues), Volunteer (students placed due to credit recovery), and Science, Technology, Engineering, and Mathematics (STEM) Academy (students placed needing intensive interventions to close learning gaps). The Mountain Creek Academy's STEM Academy initiative focuses on the STEM disciplines, with a particular focus on technology as a learning tool. Students that complete the STEM Academy's curriculum will be able to enter their zoned high schools as 11th graders in the fall of the 2014-2015 school years, or continue with the STEM Academy under guided pathways to college and career readiness.

Administrative and Leadership Team

The Administrators and Leadership Team provide faculty and students with flexible, effective learning opportunities in a positive environment. The School Leadership Team consists of the following:

Printed Name	Representation
Paula Martin	Principal
Marcus Richardson	Assistant Principal
Wade Jones	STEM Lead
Anthony Cain	Counselor
Pam Holsomback	Interventionist

Jennifer Weninger	Teacher
Kevin Tackett	Lead ESS Teacher

Past and Current Instructional Initiatives

Past Instructional Initiatives

- Addition of Positive Behavior Intervention Support program
- Focus on reduced class sizes
- Initiated computer-based credit recovery program
- Enhanced technology professional development opportunities with credit recovery Odyssey Ware program
- Response to Intervention using Class Works computer based program
- Increased parent communication through text alert system
- Implementation of quarterly academic progress reports
- Participated in district-wide poverty training
- Improve College and Career Readiness through received Georgia Appalachian Center for Higher Education Grant
- Introduction of Study Island computer based program to accommodate middle grade's curriculum content areas
- Increased knowledge of Common Core Georgia Performance Standards (CCGPS) through Elluminate provided by GADOE

Current Instructional Initiatives

- Introduction of Interventionist who guides teachers through data analysis using formative and summative assessments
- Continuation of Fast ForWord Program across school's student population
- Continuation of Depth of Knowledge techniques to be used during classroom instruction
- Continuation of STEM Academy
- Implementation of Common Core Georgia Performance Standards (CCGPS)
- Introduction of Lexile and text complexity training
- Outreach to students using teachers as advisors to promote CCR
- Use of MyAccess computerized writing program
- Use of Virtual Nerd computerized math and science tutoring program
- Scheduled transition meetings implemented to increase the number of students returning to their district-appointed school
- Designated gender-based learning environment in STEM Academy
- Integrated Leadership Program within the STEM Academy
- Continuation of computer based credit recovery
- Feedback provided about classroom instructional best practices through data collected by administrators utilizing the EWALK computer program and observations
- Utilize GAcollege411 to inform students concerning College and Career Readiness
- Increased knowledge of CCGPS implementation through frameworks by meeting with RESA and county-wide English and Math teachers

Professional Learning Needs

Based on the "What" document, "Necessary Building Blocks of Literacy Plan," from the Georgia Literacy Task Force, the Adolescent Survey completed by MCA Staff, and formal/informal parent-student-staff interviews Mountain Creek has determined where professional development growth is needed.

Component	Past and Current Professional Development	Professional Learning Needs
College and Career Readiness (CCR)	Mountain Creek Academy has implemented the GACHE Grant and teachers as advisors program (past) Implementing GAcollege411 to advise about post secondary options. Utilize teachers as advisors to teach real world skills and behaviors for improved CCR.	Professional development needed to provide ongoing training to address students need for real world writing.
Standards: Georgia Performance Standards (GPS) Common Core Georgia Performance Standards (CCGPS)	Teachers preview CCGPS through Elluminate sessions provided by GADOE and facilitated through the Interventionist. (past) Teachers have Standards Based Classroom Components Training provided by Interventionist. Implemented CCGPS with a focus on Depth of Knowledge.	Professional development needed to compare and contrast the strands listed through CCGPS and domains listed in GPS in all subject content areas. Explicit professional development is needed for content area teachers in Math, Science, and Social Studies to embed literacy (as defined by the Georgia Literacy Task Force) instruction into their classrooms.
Ongoing Formative and Summative Assessments	STEM Academy faculty has been trained to implement the district Benchmark Testing program. ESS Teachers have been trained in ClassWorks	Professional development needed in data analysis in reference to student performance on Benchmark Testing. Additional professional

	implementation to assist in documentation as an added formative assessment for students with disabilities.	development needed in the area of Lexile measurement tools and literacy diagnostic and building tools.
Response to Intervention	All academic teachers have had introductory training in differentiation strategies, Depth of Knowledge levels, and Higher Order Thinking Skills instruction/assessment. All faculty and staff attended training for Fast ForWord implementation school wide. Teachers have had training on Virtual Nerd and MyAccess.	Materials needed to support the struggling reader within the classroom while challenging the proficient reader to move toward college readiness. Professional development needed on strategies for the teaching of vocabulary in the content area. Professional development for content area teachers on implementing literacy elements on rubrics.
Highly Qualified Teachers	All Mountain Creek Academy certified teachers are highly qualified.	Professional development needed to assist with the implementation of the CCGPS and actively integrating effective literacy instructions and best practices. Professional development for punitive and volunteer teachers in blended instruction in computer based credit recovery program.
Instructional Leadership	Principal and Interventionist engage teachers in development of best practices.	Professional development needed on current alternative school strategies in literacy development and vocabulary. Professional development with teaching reading skills using technology. Professional development on 21st Century concepts and protocols.

Need For Striving Readers Project

One of MCA's goals is to promote CCR. Part of this goal is to increase the graduation rate a minimum of 3% over the previous year for all eligible seniors having continuous enrollment at MCA. The Leadership Literacy Team (LLT) has determined that reading and writing achievement directly affects post secondary options. There is a need for the implementation of strategies that encourage and assist at-risk students to continue their education beyond high school. The SRCL grant would provide additional professional learning opportunities, classroom materials, and instructional technology. Acquiring funds will help all teachers be able to attend professional development that is research-based and fosters literacy development. The resources will help in the continued transition to the more rigorous CCGPS and allow our students to further their CCR goals.

Scientific, Evidence-Based Literacy Plan

GOAL: Provide Professional development that enhances teachers' literacy instruction.		
Beginning to Implement the following professional development goals	**Expanding Emphasis**	**Sustaining the Plan**
Provide targeted professional development based on student and teacher needs and aligned with the standards. Schedule time for Academic Coach to meet with teachers individually and/or in collaborative teams to co-plan, model, and provide corrective feedback. Use various media to deliver professional learning (face-to-face and online sessions)	Revisit and revise professional development yearly based on student mastery of standards and teacher observations. Partner experienced teachers with pre-service and beginning teachers. Use formal and informal observation to monitor and improve literacy instruction. Expand professional development on determining text readability and complexity levels in regards to Lexile levels. Development of blended instruction practices in conjunction with computer based credit recovery programs Development through literature that relates to the nature of the learner in an alternative school setting.	Analyze Adequate Yearly Progress (AYP) to evaluate effectiveness of current professional development Revisit professional development options to utilize highly qualified experts to develop and support colleagues
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. According to the Georgia Department of Education's Literacy Plan, students who meet minimum standards have not acquired reading skills needed in order to fully comprehend grade level texts as evidenced by the 2009 National Assessment of Educational Progress (NAEP) results which show that slightly less than three-fourths of Georgia's students are proficient readers. Georgia's mission is to develop students' literacy skills, especially reading comprehension and writing productivity in multiple contexts.		

Scientific, Evidence-Based Literacy Plan

GOAL: Provide Professional development that enhances teachers' literacy instruction.		
Beginning to Implement the following professional development goals	**Expanding Emphasis**	**Sustaining the Plan**
Provide targeted professional development based on student and teacher needs and aligned with the standards. Schedule time for Academic Coach to meet with teachers individually and/or in collaborative teams to co-plan, model, and provide corrective feedback. Use various media to deliver professional learning (face-to-face and online sessions)	Revisit and revise professional development yearly based on student mastery of standards and teacher observations. Partner experienced teachers with pre-service and beginning teachers. Use formal and informal observation to monitor and improve literacy instruction. Expand professional development on determining text readability and complexity levels in regards to Lexile levels. Development of blended instruction practices in conjunction with computer based credit recovery programs Development through literature that relates to the nature of the learner in an alternative school setting.	Analyze Adequate Yearly Progress (AYP) to evaluate effectiveness of current professional development Revisit professional development options to utilize highly qualified experts to develop and support colleagues
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. According to the Georgia Department of Education's Literacy Plan, students who meet minimum standards have not acquired reading skills needed in order to fully comprehend grade level texts as evidenced by the 2009 National Assessment of Educational Progress (NAEP) results which show that slightly less than three-fourths of Georgia's students are proficient readers. Georgia's mission is to develop students' literacy skills, especially reading comprehension and writing productivity in multiple contexts.		

GOAL: Curriculum should provide materials and assessments that are rigorous and relevant to the four modes of literacy (speaking, reading, writing, and listening).		
Beginning to Implement the following Curriculum goals	**Expanding Emphasis**	**Sustaining the Plan**
Introducing the four modes of literacy and their embedding into the MCA school curriculum across the content. Using data to make informed instructional decisions and select research-based content-area materials Implementing strategies for increased student engagement in literacy motivation	Obtain classroom libraries that are of high quality and rigor Obtain textbooks that are aligned with the CCGPS in all content areas Acquire tools for writing essays and research papers Obtain a larger variety of high interest reading materials that provides current, relevant information in various fields Utilize application development for vocabulary activities in content areas	Provide all students with pertinent reading materials that engage students in the furtherance of the CCR Allocate funding to update and purchase necessary classroom and school library book collections that provide high interest reading across the curriculum that enhances engagement of learners and CCR
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. The "What" document has shown that significant measureable student achievement goals that are aligned with all grade level expectations that can be shared by all teachers is important to the success of any literacy goal.		

GOAL: Provide innovative classroom technology that leads to the promotion of the four modes of literacy (speaking, reading, writing, and listening).		
Beginning to Implement the following Technology goals	**Expanding Emphasis**	**Sustaining the Plan**
Provide technology skills and use of assistive technologies that enhance student engagement and increased rigor Introduction of e-readers in STEM Academy that enhances research-based knowledge acquisition and content across the curriculum Researching possible	Effectively utilize audio and visual learning aids to increase student retention of content Due to growing population of learners, an increased broadband capacity is needed Update computers to meet the needs of 21st Century students and teachers Utilize E-readers and other	Maintain highly competent staff who meet the needs of the 21st Century learner in the area of technology Establish protocol for viewing and implementing information gained through the Georgia Department of Education Elluminate webinars and other technology resources provided Maximize current monetary

| upgraded online credit recovery system that enhances the use of the four modes of literacy and furthers the CCGPS

Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e. blogs, Twitter, electronic newsletters) | web based applications to compensate classroom libraries

Establish an improved computer based credit recovery program.

Use technology to translate school related documents into other needed languages to assist ELL parents. | resources and obtain new funding that will upgrade existing technologies to insure proficient utilization

Continue to foster relationships/networks among schools especially with the feeder schools, families, and community members. |
|---|---|---|
| Georgia's Literacy Plan states that technology is key to instructional improvements and developing and maintaining student engagement. | | |

Literacy Team Structure

MCA's Leadership Literacy Team (LLT) is comprised of administrators, staff, and teachers that meet together to disaggregate data based on benchmark assessments and formative and summative yearly tests. The LLT promotes collaboration from teachers that serve multiple grade levels and subjects. The Leadership Literacy Team discusses strategies and best practices that are used in classrooms. Through the interventionist collaboration occurs across the district to increase unity in promoting the CCR. The Literacy Leadership Team members are as follows:

Name	Position/Representation
Paula Martin	Principal/Title I Coordinator/ Reading Certified/ ESS Certified
Marcus Richardson	Assistant Principal/ Academic Coach/ Reading Certified
Wade Jones	STEM Lead/ STEM Science Teacher/ PBIS Coach/ CTAE Teacher
Anthony Cain	Counselor
Pam Holsomback	Interventionist/Fast For Word Coach/ Reading Certified
Jennifer Weninger	STEM English Teacher/ Fast For Word Coach/ Reading Certified
Kevin Tackett	Lead ESS Teacher/ Fast For Word Coach

Literacy Team Schedule

The Leadership Literacy Team met on the following dates for the purpose of integrating the Striving Readers Comprehensive Literacy Grant into the Mountain Creek Academy education plan.

Meeting Date	Time	Accomplishments
September 12, 2012	3:00pm-4:30pm	Overview provided by Interventionist. Discussion was had as to projected timeline for completion of grant writing and future meetings.
October 10, 2012	3:00pm-4:30pm	Overview of Title I plan and sent via email out Needs Assessment to all Faculty and Paraprofessionals. Discussed School Improvement Plan and Literacy Issues at Mountain Creek Academy.
October 18, 2012	8:00 – 4:00	Team members initialized rough draft and disaggregated results of the Adolescent Survey provided by the Technology Department.
October 19, 2012	8:00 – 4:00	Team members met to work on revising literacy plan and inputting into the SCRL Grant.
October 29, 2012	2:00 – 3:00	Team members met to work on revising literacy plan
November 13, 2012	2:00 – 3:00	Team members met to work on revising literacy plan
November 29, 2012	8:00 – 4:00	Team members met to work on revising literacy grant.
December 7, 2012	2:00 – 3:00	Team members met to finalize grant and prepare for submittal

Literacy Team Initiatives

At MCA, the LLT is focused on making students life-long learners by improving the four modes of literacy: Reading, writing, listening, and speaking. The team's goal is to promote and create opportunities that will lead to advancements that will aid in the furtherance of alignment to the CCGPS in the area of literacy and help increase the students college and career readiness.

Upon receipt of the SCRL Grant funds, the LLT will meet bi-weekly to assess and determine if fulfillment is being achieved during the implementation of the resources provided. After implementation has occurred, the LLT will monitor progress to ensure fidelity is maintained and rigor is being sustained throughout the MCA school community. Furthermore, Collaborative meetings will occur bi-weekly as well with all MCA faculty and staff as to the progress of the implementation process of the SCRL grant fulfillment. The LLT will provide data analysis and feedback to all stakeholders involved as to the fidelity that is achieved across the boundary lines of MCA.

Needs Assessment, Concerns and Root Cause Analysis

Determining MCA's literacy needs included the administration of the *Adolescent Literacy Needs Survey*, which was completed by all stakeholders.

Staff Name	Position
Paula Martin	Principal
Marcus Richardson	Assistant Principal
Wade Jones	STEM Lead/Science Teacher
Anthony Cain	Counselor
Pam Holsomback	Interventionist
Jennifer Weninger	STEM English Teacher
Mitch Cholovich	STEM CTAE Teacher
Sherry Karabensh	STEM Physical Education Teacher
Shawn Pritchett	STEM Government Teacher
Jonathan Beal	STEM Math Teacher
Kevin Tackett	Odyssey Facilitator
Rhonda Ballew	Odyssey Facilitator
William Grider	Odyssey Facilitator
Robbie Weaver	Paraprofessional
Melissa Carnes	Paraprofessional
Debbie Bryant	Paraprofessional

The survey, created by the Murray County Curriculum Directors, identifies and prioritizes the literacy needs. The survey's 41 questions focused on the key components of literacy referenced in *Georgia's Literacy Plan.*

Areas of Concern

Using the "What" document, the LLT concluded the following curriculum, technology, and professional needs must be fulfilled for CCGPS alignment and literacy achievement. These areas of concern span grade levels sixth through 12th, ages 12 through 21.

Teacher Professional Learning Needs

Area of Concern Professional Learning Needs	Necessary Building Blocks of Literacy Plan Birth to 12th Grade Determined by the Georgia Department of Education "What" Document	Action Steps to Address Areas of Concern
Professional development	Ensure an understanding of	Participate in professional

providing ongoing training addressing students need for real world writing in grades 6 - 12.	Conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and Use	development to enhance and promote real world writing advancing CCR. Participate in literacy workshops and use of best practice materials.
Professional development comparing and contrasting the strands through CCGPS and GPS in all subject content areas and grade levels, 6 - 12. Explicit professional development for content area teachers in Math, Science, and Social Studies in grade levels 6 - 12 embedding literacy (as defined by the Georgia Literacy Task Force) instruction into classrooms.	Opportunity to scaffolding for struggling readers Enables teachers to recognize and support teaching strategies through research based interventions	Teachers have Standards Based Classroom Components Training provided by Interventionist. Teachers incorporate pacing guides / curriculum maps prescribed by the GADOE. Provide literacy development in text selection and complexity to enhance the rigor and relevance of content.
Professional development in data analysis of student performance on Benchmark Testing. Professional development in the area of Lexile measurement tools and literacy diagnostic and building tools.	Ongoing assessments to inform instructional decisions regarding the need for intensity of interventions	Addressed through informal and formal data analysis meetings with interventionist and staff. Provide professional development on Lexile scores/development to meet the rigor of CCGPS.

Materials supporting struggling readers,while challenging the proficient reader Professional development on teaching vocabulary strategies in all content areas, grades 6 - 12. Professional development for content area teachers implementing literacy elements on rubrics.	The efficacy of resulting instructional decisions will be determined by ongoing formal and/or informal assessment	Providing adequate reading material through Lexile leveled classrooms. Professional development in the use of technology to address content vocabulary acquisition in grades 6 – 12.
Professional development to assist implementing the CCGPS and integrating effective literacy instruction and best practices. Professional development for teachers involved with blended instruction in computer based credit recovery program.	Teachers ensure alignment with CCGPS Reading Competencies Assessments for teachers are appropriate to the grade level certification	All teachers received introductory training in differentiation strategies, Depth of Knowledge, Higher Order Thinking Skills instruction/assessment, Lexile, text complexity, and real world applications.
Professional development on alternative school strategies in literacy development and vocabulary. Professional development through literature relating to the nature of the learner.	Instructional leadership skilled in differentiating professional development Leadership focused on modeling, observing, and coaching that promotes appropriate active learning.	Principal and Interventionist engage teachers in development of best practices. Literature available to staff to further understanding best practices.

Curriculum Needs

Area of Concern Curriculum Needs	Necessary Building Blocks of Literacy Plan Birth to 12th grade determined by the Georgia Department of Education "What" document	Action Steps to Address Areas of Concern
Classroom library containing rigorous Lexile leveled sets of high quality books across content areas.	Resources that implement CCGPS rigor through conventions of Standard English, Knowledge of	Guided Reading materials, class-sets of novels, books, and reading centers for reading across the curriculum.

	Language, and Vocabulary Acquisition and use	
Resource materials related to CCGPS in all content areas, grades 6 – 12.	Resources that implement CCGPS rigor through conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and use	Provide resource material related to CCGPS in all content areas, grades 6 – 12.
Tools for writing essays and research papers that meet CCGPS.	Teach the process of writing, text structures, and sentence construction.	MyAccess computerized writing program to provide immediate feedback and individualized action plan.
Larger variety of high interest reading material that provide current, relevant information in various fields	Students analyze and interpret text, and respond by writing personal reactions, answering questions in writing, or creating written questions.	Download books and articles on Kindles and visit free websites on netbooks to enhance levels and variety of readings.
Strategies to increase student engagement, motivation and acquisition of vocabulary in content areas, grades 6 – 12.	Participate in conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively, Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when appropriate	Purchase engaging and motivating curriculum that provides students with real world vocabulary acquisition strategies.

Technology Needs

Area of Concern Technology Needs	Necessary Building Blocks of Literacy Plan Birth to 12th grade determined by the Georgia Department of Education "What" document	Action Steps to Address Areas of Concern
Audio and visual learning aids Increased Broadband capacity to allow more traffic	Integrate, evaluate, and make strategic use of media and displays of data to express information and enhance understanding of presentations	Purchase audio and visual learning aids. Purchase increased Broadband capacity to allow more traffic.

	Present information so listeners can follow the line of reasoning, organization, development, and style that is appropriate	
Expanded knowledge using E-readers and other web based applications available to students.	Provide students opportunities to self-select reading material and research topics. Increase access to texts that students consider interesting	STEM Academy utilizes Kindles, IPods, netbooks, and Android tablets for content delivery through research – based assignments and independent acquisition of knowledge. Computer based learning for volunteer and punitive classrooms.
Continue to increase internet based reader diagnostic tools Interactive Bilingual materials SMART Board Projectors	Leverage the creative use of technology within the learning process to promote engagement and relevance Increase opportunities for collaborating with peers in learning	Provide computer-based learners with SMART Boards and projectors for vocabulary pre-teaching and interventions. Invest in language acquisition software programs to assist English language learners.
Classroom Performance System Clickers	Gives immediate feedback to increase opportunities for collaborating with peers in learning	Purchase additional sets of Classroom Performance System Clickers for use with ongoing and formative assessments in the classroom.
Student Computers Student flash drives	Provide students opportunities to self-select reading material and research topics Make strategic use of digital media	Update quality and quantity of student computers. Provide flash drives to all students
Improved computer based credit recovery program that implements the four modes of literacy	Present information so listeners can follow the line of reasoning, organization, development, and style that is appropriate to CCGPS	Research has been conducted as to options for improving embedded literacy and differentiating online credit recovery systems.

Root Cause Analysis

Literacy is fundamental to life and key to maintaining success. Many of MCA's students grow up in situational and generational poverty, impacting the pre-literacy skills and experiences usually occurring at home. Because of this, students lack metacognition when reading, fail to make textual connections, and miss the necessary background and support to understand the content. The LLT at MCA conducted an analysis using the fishbone method identifying potential factors causing an overall effect of lowered literacy achievement and inadequate writing skills. An analysis of components that impede CCR was conducted for grades 6 – 12, ages 12 – 21.

Causes across all grade levels in content areas that impedes literacy achievement	Rationale	Past and current initiatives to address causes
Environment	Physical environment impacts learning, lack of exposure to literacy skills at home, parent involvement and support	Focus on reduced class sizes, increasing parent communication through text system
Curriculum	Unbalanced approach with computer based credit recovery and direct instruction with highly qualified teachers, online credit recovery system lacks rigor and relevance in literature in alignment with CCGPS	Initiated computer based credit recovery program, Fast ForWord
Technology	Outdated computer hardware, insufficient quantity of student computers, limited funds to maintain adequate updates	Response to Intervention using Study Island, MyAccess, and Virtual Nerd computer based programs.
Teacher Restraints	Classroom populations with diverse needs in literacy development requiring.	Poverty Training, Positive Behavior Intervention Support program, Enhanced technology professional

		development opportunities with online credit recovery
Student Restraints	Lack of pre-literacy skills, limited literacy resources, limited age appropriate vocabulary usage at home	Positive Behavior Intervention Support program

Analysis and Identification of Student and Teacher Data/Student Achievement Needs

CRCT 2011 Grade	ELA Meets/Exceeds	Analysis	Reading Meets/Exceeds	Analysis
6th	0%	25% Decrease	40%	15% Increase
7th	60%	40% Decrease	80%	30% Increase
8th	50%	19% Decrease	86%	11% Increase

CRCT 2012 Grade	ELA Meets/Exceeds	Analysis	Reading Meets/Exceeds	Analysis
6th	0%	No Test Takers	0%	No Test Takers
7th	73%	13% Decrease	70%	10% Decrease
8th	50%	19% Decrease	78%	8% Decrease

GMSWT/Year	Number Tested	Percentage Proficient	Analysis
2010	18	38%	n/a
2011	12	41%	3% Increase
2012	31	57.4%	16.4% Increase

EOCT Data

Spring 2011	Percent Meets/Exceeds	Analysis
9th Lit/Comp	42%	5% Increase
11th Lit/Comp	50%	14% Increase

Spring 2012	Percent Meets/Exceeds	Analysis
9th Lit/Comp	20%	22% Decrease
11th Lit/Comp	66.7%	16.7% Increase

Georgia High School Writing Test Results

GHSWT/Year	Number of First Time Test Takers	Number Proficient
Fall of 2010	6	50%
Fall of 2011	11	81.8%
Fall of 2012	12	58.3%

GHSGT /Year	Number of First Time Test Takers	Percentage Proficient English
2010	15	60%
2011	48	50%
2012	5	26%

Graduation Rate

Graduation Year	Graduation Class Size / Regular Diplomas Given	Graduation Rate
2010	25 / 14	56 %
2011	49 / 15	30.6%
2012	40/13	34%

Teacher Retention

School Year	Retention Rate
2009-2010	76%
2010-2011	52%
2011-2012	80%

According to the data in the charts above, the vast majority of students at MCA struggle with achievement in Reading proficiency and English/Language Arts. This lack of proficiency is directly correlated with students' performance on EOCTs, middle school and high school writing tests, and GHSGTs in all content areas. As an attempt to increase proficiency levels, the LLT intends to provide the needed professional learning opportunities and materials, for both classroom and technological advancements at MCA. Our goal is to boost student achievement by providing a literacy-based curriculum that promotes learning with rigor and relevance. IN addition, the LLT will provide technology to guide the students to become proficient in writing and reading.

These opportunities and advancements will aid in the furtherance of alignment to the Common Core Georgia Performance Standards (CCGPS) in the area of literacy and help increase the students CCR. By taking these actions, students at MCA will be better prepared to meet the challenges in today's global marketplace.

Project Plan Procedures, Goals, Objectives, and Support

To be effective in the 21st Century, workers must exhibit a wide range of functional and critical thinking skills, including information literacy; media literacy; and information, communication, and technology literacy. Today's educators must be versed in the four modes of literacy and understand how literacy effects the achievement of a learner and their ability to be college and career ready after graduation. Funding project goals and objectives outside of the SRCL, MCA has the following sources of funding available: Title I funds, Title I Alert School Grant(due to graduation rates),and Race to the Top Competitive Grant: Murray County STEM Academy.

Project Goals and objectives related to Identified Needs	Necessary Building Blocks of Literacy Plan Birth to 12th grade determined by the Georgia Department of Education "What" and "Why" document
Curriculum should provide materials that are rigorous and relevant to the four modes of literacy (speaking, reading, writing, and listening) in the following areas: 1) classroom libraries that are of high quality and rigor 2) textbooks aligned with CCGPS in all content areas 3) tools for writing essays and research papers 4) Prep Guides 5) larger variety of high interest reading material that provides current relevant information in various fields 6) application development for vocabulary activities in content areas and 7) strategies for increased student engagement and motivation for literacy acquisition.	Resources that implement CCGPS rigor through conventions of Standard English, Knowledge of Language, and Vocabulary Acquisition and use

Resources impact CCR

Students will be able to respond to text and writing by analyzing and interpreting the text, writing personal reactions

Answer questions about a text in writing, or create and answer written questions about a text

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing own ideas clearly and persuasively

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate |

	Encourage shared buy-in for literacy school wide
Provide innovative classroom technology that leads to the promotion of the four modes of literacy (speaking, reading, writing, and listening). MCA would like to utilize more effectively the following: 1) audio and visual learning aids 2) increased broadband capacity 3) update Microsoft Office on all MCA computers 4) shared network drive/shared cloud 5) E-readers and other web based applications 6) interactive bilingual materials 7) SMART Boards 8) Projectors 9) Classroom Performance Systems 10) student computers 11) flash drives for all students and 12) improved computer based credit recovery program.	Integrate, evaluate, and make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that is appropriate to CCGPS Provide students with opportunities to self-select reading material and topics for research Take steps to provide students with an understanding of the relevance of their academic assignments to their lives Increase access to texts that students consider interesting Leverage the creative use of technology within the learning process to promote engagement and relevance Increase opportunities for collaborating with peers in the learning process Give immediate feedback to increase opportunities for collaborating with peers in the learning process Provide students with opportunities to self-select reading material and topics for research Take steps to provide students with an understanding of the relevance of their academic assignments to their lives Increase access to texts that students consider interesting

	Make strategic use of digital media

Current Instructional Schedule

MCA's current instructional schedule reflects a diverse population of learners that include a range of ability levels and motivation issues. The current instructional schedule at MCA for the punitive and volunteer students includes 315 minutes of daily academic instruction on a computer based credit recovery program. The current instructional schedule at the STEM Academy includes 395 minutes of academic instruction in 7 class periods. During this time students receive dedicated literacy instruction in the STEM English Language Arts classes, and some supportive literacy instruction in all other STEM classes. STEM students receive direct instruction and appropriate modifications and acceleration based on formative and summative tests. Teachers are able to plan for tier instruction to meet the students' needs.

During the punitive and volunteer schedule students work at their own pace on a variety of content areas with each student participating in a English Language Arts component. Although literacy is embedded in the computer based program, the program lacks rigor in regards to the four modes of literacy. For punitive and volunteer students, the teacher of record for content related classes is the computer-based credit recovery program, but the program is facilitated by a certified teacher and paraprofessional.

In regards to interventions in literacy, the Fast ForWord program is utilized by all students attending MCA to increase reading fluency, comprehension, and general literacy achievement domains. Students participate daily for a thirty minute protocol and are tracked by the classroom teachers and Interventionist as to the progression through the program and to

possible required additional interventions that help the student with their fluency, comprehension, and literacy achievement domains.

Upon receiving grant funds, there would be no conflict with other initiatives currently being utilized at MCA, but would only enhance and further stimulate best practices of teaching in literacy instruction.

Resources for Tier Instruction

Tier	Time	Personnel	Strategies
Tier I	All – day	All – staff	CCGPS in all grades 6 – 12 using textbooks, trade books, technology, consumables, computer based learning
Tier II	All – day	All – staff	Research-based strategies in needs-based small groups within classroom. Individualized instruction in vocabulary for computer based learners. Gender-based classrooms and small class size at STEM Academy.
Tier III	One class period per day	All Staff	Fast ForWord literacy program for all students at MCA.
Tier IV	Throughout day as needed	ESS Staff: 2 teachers	Inclusion and accommodations.

Assessment/Data Analysis Plan

Administered In	Assessment	Purpose	Skills	Frequency
6th – 8th	Fast Forward	Screening, Progress Monitoring, Diagnostic	PA, OL, V, RC, PN	As necessary
8th	Benchmarks	Progress Monitor, Screening, Outcome, Diagnostic	ELA, Social Studies, Math, Science	8 X per yr
6th – 8th	ACCESS for ELLs	Screening	Language	1 X per yr
8th	Writing Test	Screening, Outcome	Language/Writing	1 X per yr
6th – 8th	Criterion Referenced Competency Test (CRCT)	Outcome, Screening	Reading/ Language Arts/Math/Science/Social Studies	1 X per yr

Administered in	Assessment	Purpose	Skills	Frequency
9th – 12th	End-Of-Course Test	Outcome	ELA, Social Studies, Math, Science	1X per yr
11th	GHSGT	Outcome, Screening	ELA, Social Studies, Math, Science	1 X per yr
9th-12th ELL	ACCESS for ELLs	Screening	Language	1 X per yr
11th	Writing Test	Screening, Outcome	Language/Writing	1 X per yr
10th	PSAT	Screening, Outcome	Reading/Writing/Math	1 X per yr
11th	ASSET	Screening, Outcome	Reading/Writing/Math/Language	1 X per yr
11th	COMPASS	Screening, Outcome	Reading/Writing/Math	1 X per yr
STEM Academy	Benchmarks	Progress Monitor, Screening, Outcome, Diagnostic	ELA, Social Studies, Math, Science	8 X per yr
12th	Georgia Work Ready	Screening, Outcome	Career Pathways	1 X per year

9th – 12th	Fast Forward	Screening, Progress Monitoring, Diagnostic	PA, OL, V	As necessary

Explanation of the Current Data Protocol

Researched based diagnostic, formative, and summative assessments are used to progress monitor students while at MCA. After receiving student score reports, the Interventionist meets with content teachers to analyze assessment results. For the STEM Academy, content-specific benchmarks are used as a formative assessment in the form of frequent, ongoing progress monitoring. Results from the benchmarks are used to adjust instruction to meet the needs of students.

All students at MCA complete summative assessments. These assessments are used to determine the effectiveness of the year's instructional program and to help identify targeted student weakness and strengths. The "What" document states that data needs to be part of an ongoing cycle of instructional improvement. MCA accomplishes this by holding benchmark analysis meetings and analyzing individualized student data during collaborative planning meetings.

Resources, Strategies, and Materials (Existing and Proposed) including Technology to Support the Literacy Plan

Current Classroom Resources

Due to the fact that a majority of punitive and volunteer students at MCA's participates in curriculum focusing on credit recovery, currently there are four computer labs with an average of 20 computers functioning at minimal capacity for these students. The STEM Academy utilizes six classrooms where each of the six teachers has a laptop, docking stations with monitor, and a shared copier/printer. The STEM Academy has the availability of 5 SMART Boards with projectors, 1 ELMO, 60 Kindles, 30 netbooks, 5 IPods, 4 mini projectors, 2 CPS Clicker systems, 2 color printers, 5 laser printers, 8 classroom computers, and 55Android tablets for research. Outside of the netbooks provided for the STEM Academy students, there is a computer lab with 20 computers that are minimally functioning. Although limited textbooks exist, most reading is conducted on the Kindles for students, netbooks, and tablets. None of the current textbooks are aligned with the CCGPS.

Current Shared Resources

There are no shared resources between the three existing sub groups of students (STEM Academy, Volunteer students, and Punitive students) under the umbrella of MCA.

Current Library Resources

Currently there are no library resources for the volunteer and punitive outside of a CCR collection of materials due to the fact that the volunteer and punitive side of MCA does not have a school library. The majority of information that is deduced for volunteer and punitive students occurs on the student computers. The STEM Academy does not have a traditional media center

as well. However, there is a library in the English Language Arts classroom that consists of Lexile leveled books, trade books, and multi-genre books. There is also a collection of books for literature circle use. The STEM Academy utilizes the provided Kindles, netbooks, and Android tablets for additional reading materials. The counselor at the STEM Academy also has a CCR library for the students to use.

Additional Resources / Strategies Needed for Student Engagement

Curriculum Resource Needs for all Students	Technology Resource Needs for all Students
1) classroom libraries of high quality and rigor, that are Lexile leveled 2) textbooks aligned with CCGPS in all content areas 3) tools for writing essays and research papers 4) Prep Guides 5) larger variety of high interest reading material that provides current relevant information in various fields 6) application development for vocabulary activities in content areas 7) strategies for increased student engagement and motivation for literacy acquisition.	1) audio and visual learning aids 2) increased broadband capacity 3) update Microsoft Office on all MCA computers 4) shared network drive/shared cloud 5) E-readers and other web based applications 6) interactive bilingual materials 7) SMART Boards 8) Projectors 9) Classroom Performance Systems 10) student computers 11) flash drives for all students and 12) improved computer based credit recovery program. 13) SynchronEyes computer program

Activities and Intervention Programs that Support Literacy

- Introduction of Interventionist who guides teachers through data analysis using formative and summative assessments
- Implementation of Fast ForWord Program across school student population
- Participation in district-wide poverty training
- Instituted mentor program for new teachers
- Acquisition of Depth of Knowledge techniques to be used during classroom instruction
- Instituted the STEM Academy
- Previously received Georgia Appalachian Center for Higher Education Grant to improve College and Career Readiness (CCR)
- Designated gender-based learning environment in STEM Academy
- Continuation of computer based credit recovery program
- Implementation of Common Core Georgia Performance Standards (CCGPS)
- Implementation of MyAccess writing program to enhance writing scores for students
- Implementation of Virtual Nerd, a computer based tutoring program for Math and Science.

Professional Learning Content and Strategies Identified on the Basis of Documented Needs

Past Year

Professional Learning Activities Provided	Hours	% of Staff Attended
Poverty Training	3	100%
ClassWorks Training	3	100%
De-escalation Training	16	100%

Ongoing

Professional Learning Activities Provided	% Participation
Poverty Training	100%
Depth of Knowledge Training	100%
Standards-Based Instruction Training	100%
De-escalation Training	100%

Programmatic Professional Learning identified in the Needs Assessment

Based on the "What" document, "Necessary Building Blocks of Literacy Plan," from the

Georgia Literacy Task Force, the Adolescent Survey completed by MCA Staff, and

formal/informal parent-student-staff interviews Mountain Creek has determined where

professional development growth is needed.

Component	Past and Current Professional Development	Professional Learning Needs
College and Career Readiness (CCR)	Mountain Creek Academy has implemented the GACHE Grant and teachers as advisors program (past) Implementing GAcollege411 to advise about post secondary options. Utilize teachers as advisors to teach real world skills and behaviors for improved CCR.	Professional development needed to provide ongoing training to address students need for real world writing.
Standards: Georgia Performance Standards (GPS)	Teachers preview CCGPS through Elluminate sessions provided by GADOE and facilitated through the	Professional development needed to compare and contrast the strands listed through CCGPS and domains

Common Core Georgia Performance Standards (CCGPS)	Interventionist. (past) Teachers have Standards Based Classroom Components Training provided by Interventionist. Implemented CCGPS with a focus on Depth of Knowledge.	listed in GPS in all subject content areas. Explicit professional development is needed for content area teachers in Math, Science, and Social Studies to embed literacy (as defined by the Georgia Literacy Task Force) instruction into their classrooms.
Ongoing Formative and Summative Assessments	STEM Academy faculty has been trained to implement the district Benchmark Testing program. ESS Teachers have been trained in ClassWorks implementation to assist in documentation as an added formative assessment for students with disabilities.	Professional development needed in data analysis in reference to student performance on Benchmark Testing. Additional professional development needed in the area of Lexile measurement tools and literacy diagnostic and building tools.
Response to Intervention	All academic teachers have had introductory training in differentiation strategies, Depth of Knowledge levels, and Higher Order Thinking Skills instruction/assessment. All faculty and staff attended training for Fast ForWord implementation school wide. Teachers have had training on Virtual Nerd and MyAccess.	Materials needed to support the struggling reader within the classroom while challenging the proficient reader to move toward college readiness. Professional development needed on strategies for the teaching of vocabulary in the content area. Professional development for content area teachers on implementing literacy elements on rubrics.
Highly Qualified Teachers	All Mountain Creek Academy certified teachers are highly qualified.	Professional development needed to assist with the implementation of the CCGPS and actively integrating effective literacy instructions and best practices.

		Professional development for punitive and volunteer teachers in blended instruction in computer based credit recovery program.
Instructional Leadership	Principal and Interventionist engage teachers in development of best practices.	Professional development needed on current alternative school strategies in literacy development and vocabulary. Professional development with teaching reading skills using technology. Professional development on 21st Century concepts and protocols.

Sustainability Plan Grant

Murray County School District has a history of successful post-grant sustainability. By using strong leadership and strategic planning, the Striving Reader Comprehensive Literacy Grant (SRCL) will be sustained. A committee composed of the district leadership and school staff will consider different approaches to long –term sustainability, will continue face-to-face dialogue about timely and pragmatic technical assistance, and seek various ways to improve processes for working with one another. Sustainability of ideas, goals, and strategies for the SRCL will be a top priority for Mountain Creek Academy and the STEM Academy.

Sustainability and Sharing lessons within the LEA

Mountain Creek Academy/STEM Academy has an interventionist who is primarily responsible for working with the administrators, teachers, and students to improve the quality of teaching and learning. At monthly meetings with the PK-8 and Secondary Curriculum directors, coaches/interventionists share plans, training information, and progress on current system and school initiatives.

With these practices established, a protocol for shared lessons learned through the SRCL project will be facilitated. During these meetings a plan to expand project lessons to new teachers will be created. In addition, three school walkthroughs a year are conducted with the district leaders, the principal, and interventionist to discuss the evidence and various artifacts to illustrate and support standard based classrooms and highlight best practices. The walk-through checklist will be expanded to include the SRCL goals. Meetings with the superintendent, principals, and directors occur three times a year to review and discuss ideas identified in the walk-throughs. SRCL project goals and progress with be discussed an evaluated at these meetings.

Extending Assessment, Technology, Professional Development Practices After the Grant

Assessment and protocol will continue once the grant funds expire. A consideration for purchase will be assessments that require a one –time purchase price of a software site-license or assessments that are paper-pencil assessments. The majority of equipment will be purchased during the grant period. A plan will be devised in order to prioritize future purchasing in order to sustain implemented technology each year. Creative ways, such as blending and redirecting financial resources will be implemented to support project initiatives such as funds from local, state, and federal sources.

A plan will also be put into place that will continue professional development after the grant to ensure fidelity of the Striving Reader literacy program for the local system. This professional development plan will occur for existing teachers and new teacher hires to the system. A plan will also be utilized to continue the use of Title 1 funds to replace needed print materials necessary for the continuation and sustainability of the school literacy plan.

Budget

As stated throughout our SRCL application, technology and literacy instruction are overarching areas of concern at Mountain Creek Academy. In order to meet the needs of the college and career ready learner, we must update all aspects of technology within our school. Purchasing classroom computers, laptops, electronic tablets, e-readers, student response systems, and digital books will allow teachers to fully integrate technology into the curriculum, therefore enhancing literacy instruction in all content areas. Purchasing software that will aid teachers in progress monitoring and students in literacy achievement will be another crucial piece of the instructional portion of the budget.

Teachers will receive training on implementing literacy best practices, technology integration, and how to blend instruction in regards to our current computer based credit recovery program. Training will take place both on-site and at other locations and will be provided to teachers to help meet the professional learning goals laid out in the Literacy plan.

Georgia Striving Reader Subgrant	
Budget Breakdown and Narrative	
Function Code 1000 - Instruction	Year 1
Object Codes	Amount Budgeted
300 - Contracted Special Instructors	
610 - Supplies	$ 20,000.00
611 - Technology Supplies	$ 30,000.00
612 - Computer Software	$ 25,000.00
615 - Expendable Equipment	$ 5,000.00
616 - Expendable Computer Equipment	$ 181,200.00
641 - Textbooks	$ 21,600.00
642 - Books and Periodicals	$ 50,000.00

Function Code 1000 - Instruction Narrative: The majority of instructional funds are earmarked for technology purchases. Innovative technology tools will be used to promote student engagement and success.

Function Code 2100 - Pupil Services	Year 1
Object Codes	Amount Budgeted
300 - Contracted Services	
520 - Student Liability Insurance	
580 - Travel	
610 - Supplies	
641 - Textbooks	
642 - Books and Periodicals	

Function Code 2100 - Pupil Services Narrative:

Function Code 2210 - Improvement of Instructional Services	Year 1
Object Codes	Amount Budgeted
113 - Certified Substitutes	
114 - Non-Certified Substitutes	$ 6,000.00
116 - Professional Development Stipends	$ 10,000.00
199 - Other Salaries and Compensation	
200 - Benefits	
300 - Contracted Services	$ 20,000.00
580 - Travel	$ 9,000.00
610 - Supplies	$ 15,000.00
810 - Registration Fees for Workshops	$ 24,000.00

Function Code 2210 - Improvement of Instructional Services Narrative: Ongoing professional learning will be provided to enrich literacy instruction across all content areas.

Function Code 2220 - Educational Media Services	Year 1
Object Codes	Amount Budgeted
610 - Supplies	
642 - Books and Periodicals	

Function Code 2220 - Educational Media Services Narrative:

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	$ 416, 800.00