School Profile

Created Thursday, October 17, 2013
Updated Wednesday, October 30, 2013

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School Information

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

Level of School

Middle (6-8)

Principal

Principal | Name:	Mrs. Lydia Norburg
Principal | Position:	Principal
Principal | Phone:	706-752-4800
Principal | Email:	lydia.norburg@morgan.k12.ga.us

School contact information

(the persons with rights to work on the application)

School contact information | Name:	Vicki Lovin
School contact information | Position:	Media Specialist
School contact information | Phone:	706-752-4800
School contact information | Email:	vicki.lovin@morgan.k12.ga.us

Grades represented in the building

example pre-k to 6

6-8

Number of Teachers in School

55

FTE Enrollment

759

Fiscal Agent Memo of Understanding

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

Fiscal Agent/Applicant Required Signatures:

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

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: _____ Wayne K. Myers _____

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

Address: ___ 1065 East Avenue _____

City: ___ Madison _____ Zip: ___ 30650 _____

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

E-mail: ___ wayne.myers@morgan.k12.ga.us _____
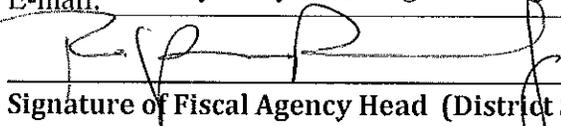
_____
Signature of Fiscal Agency Head (District Superintendent or Executive Director)
      Ralph M. Bennett, Jr., Superintendent
_____
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

_____ December 5, 2013 _____
Date (required)

Preliminary Application Requirements

Created Tuesday, December 03, 2013
Updated Monday, December 09, 2013

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

SRCL General Information Packet-Cohort 3

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

- Yes

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

SRCL Scoring Rubric-Cohort 3

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

- Yes

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

SRCL Required Assessments Chart

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

- Yes

Assessments

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

- I Agree

Unallowable Expenditures

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

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

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

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

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

Advertisements, Promotional or Marketing Items

Decorative Items

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

Land acquisition

Capital Improvements, Permanent Renovations

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

Dues to organizations, federations or societies for personal benefits

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

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 12, 2013

Page 1

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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

• Yes

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

• Yes

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

- Yes

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

- Yes

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

- Yes

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

- Yes

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. <u>Employee Relationships</u>

      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.

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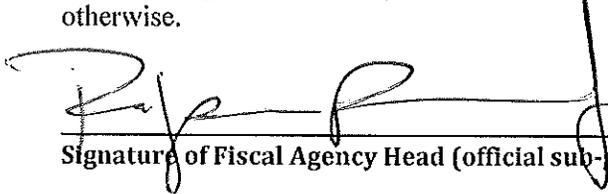
_____
Signature of Fiscal Agency Head (official sub-grant recipient)

    Ralph M. Bennett, Jr. , Superintendent
Typed Name of Fiscal Agency Head and Position Title

    December 5, 2013
_____
Date
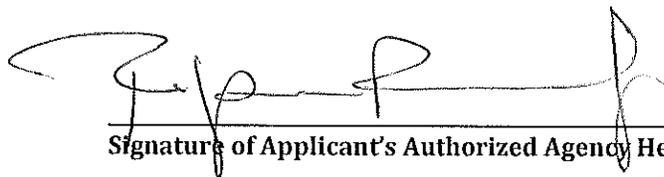
_____
Signature of Applicant's Authorized Agency Head (required)

    Ralph M. Bennett, Jr.   Superintendent
Typed Name of Applicant's Authorized Agency Head and Position Title

    December 5, 2013
_____
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)

LEA Narrative

History

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

Demographics

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

Current Priorities

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

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

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

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

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

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

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

Strategic Planning

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

Current Management Structure

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

Past Instructional Initiatives

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

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

Literacy Curriculum

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

Literacy Assessments

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

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

students to plan engaging instruction.

Need for a Striving Reader Project

Morgan County has given each site the freedom, responsibility and support needed to make the

growth, evidenced by CRCT results, a reality. Within this structure, the system has not provided

as much coordination of programs between school sites. The project as designed through a

cooperative effort between the Middle and High will begin the process of bridging the gap

between the instructional and assessment programs of the two school building. This effort,

supported by the grant funding, will provide for more successful school to school to system

alignment. Additionally, the MCCSS was fortunate to receive Striving Reader funding for both

the Primary and Elementary Schools during the past school year. This opportunity has created a

clear focus on supporting professional learning, expanding technology, and literacy support

material development throughout the lower grades. Furthermore, the system has sustained a

cooperative, working relationship with the local preschool providers, especially, with programs

serving prekindergarten students. However, in recognition of the fact that much of a child's

brain development is completed by the time of school entry, it is imperative that the all children

have the opportunity to develop the needed pre-literacy skills. With a system in place for

children to have their individual needs met from birth to twelfth grade, there is no doubt that the

percentage of children who exceed will grow significantly over the course of the activities

described in this application.

Morgan County Charter School System - LEA

District Management Plan and Key Personnel

All of the management team listed will work together to develop an implementation plan related

to the goals and objectives of the Middle and High School projects. The team will integrate this

plan into the existing plan for the currently funded Striving Reader grants for Birth through 5th

grade to provide a seamless and consistent approach to literacy instruction across all grade

levels. The system will also contract for a grants manager (one day per week) to coordinate the

activities of this management as related to the Birth through 12th grants.

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

Overall leadership of the grant effort will be provided by the Assistant Superintendent for

Teaching and Instruction, who is responsible for the PreK-12 curriculum, the assessment

program, and the professional learning program. All of the individuals who have been involved

in the development of the Literacy Plan will be involved in the implementation of any SRCL

grant funds received. These individual have attended all training and information sessions

related to the preparation of the grant application, including the needs assessment, establishing

goals and objectives, and determining needed resources and professional learning. These

individuals are knowledgeable and clearly understand the plans as outlined in this grant

application. These individuals will be involved with budget development and performance plans

for the SRCL grant based on actual grant allocations and the prioritized resources and best

practices included in the grant application. The SRCL implementation plan is coordinated with

the system's Strategic Plan which was updated in the 2012-13 school year and aligns with the

Strategic Plan's five goal areas (aligned with Vision for Public Education in Georgia): student

achievement; community & school relationships & engagement; climate; continuous

development; and operational effectiveness. Quarterly meetings will be held with the grant

leadership group (system-level and site-level coordinators), more frequently as needed, to

monitor project effectiveness and implementation.

The System's Senior staff has been conducting monthly meetings with all consultants hired for

SRCL grants at the Primary and Elementary School for continuity of effort between the two

buildings which will be expanded to include all school buildings if the Middle and High School

receives SRCL funding.

All purchases, contracts, agreements, etc., which are required for the implementation of the grant

will be handled according to established system procedures for financial obligations. Purchases

will follow the process of purchase request (signed by the requesting person and that person's

supervisor); approval of the system-level coordinator; and the superintendent. Periodic reviews

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

Finance Director.

Experience of the Applicant

Morgan County Charter School System has a history of sound fiscal management. Each year,

the school system is audited by the Georgia Department of Audits and Accounts. As illustrated

by the charter below, no findings were cited for FY 2010-12. The 2013 audit has not been

completed.

Audit Table

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

Capacity for Financial Management

As evidenced by past audit results, MCCSS has established an effective internal system for

financial management. The system has a finance director who has a staff consisting of a payroll

clerk, purchasing clerk, and an internal audit control person. This staff is responsible for

insuring all expenditures are aligned with the program/grant guidelines, expended as budgeted,

and are allowable expenditures for each program/grant.   The system requires prior approval

before the finance department can or will issue a purchase order or complete any contractual

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

Sustainability of Past Initiatives

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

Internally-funded Initiatives

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

professional development for data-driven instruction, the system has committed resources to staff

participation in GLISI (Georgia Leadership Institute for School Improvement), training leaders

how to use data in order to analyze root causes and develop SMART goals for improved student

outcomes.

History

As one part of the Morgan County Charter School System (2011), Morgan County Charter Middle School (MCCMS) strives to create *a self-reliant community of learners who achieve high standards through a challenging, personalized educational program*. A Conversion Charter, MCCMS supports the mission of the system through expanding the instructional and curricular rigor provided to students; developing and increasing opportunities for 21st century learning through effective use of technology; and utilizing flexibility of instructional delivery, human and fiscal resources, services and funding to individualize learning for all students.

Embracing the middle school concept of learning, MCCMS provides teaming of students and collaborative instructional planning during the school day for teachers. Assessments, formal and informal, drive instruction, therefore, teachers plan together. Analyzing common data allows teachers to plan with intention based on student needs.

The school strives to always reflect upon the future needs of a growing diverse population. With an increase of Hispanic students (4%), students with varying values and learning needs, and students who qualify for free/reduced lunch (56%), the demographics of the school have begun to change.

MCCMS Student Population by Race/Ethnicity and Grade Level (Male/Female/Total)

Grade	Hispanic	Asian	African American	White	Multiracial	Totals
6th	3/3/6	0/2/2	25/44/69	75/72/147	9/6/15	112/117/229
7th	7/5/12	2/1/3	25/21/46	81/74/155	4/3/7	119/114/233
8th	5/8/13	2/0/2	44/35/79	93/93/186	3/4/7	147/140/287
Totals	15/16/31	4/3/7	94/100/194	249/239/488	16/13/29	378/371/749

The school's curricular and instructional programs focus on mathematics, reading and language arts, science and social studies through Common Core Georgia Performance Standards. Career, Technical and Agricultural Education (CTAE) programs along with fine arts, foreign language and physical education departments round out the school are programming. Fifty-five teachers and 12 paraprofessionals serve 749 students. Six teachers assist students with disabilities in collaborative classroom settings. Three additional teachers work with students of more significant disabilities in contained classes at least 75% of the day. EL students receive specialized instruction one period per day.

Past initiatives focusing on assessment, differentiation, diversity, implementation of standards based instruction and reading have proven effective for increasing achievement. Programs have

been in place to address students achieving below grade level in reading and math. Until recently, MCCMS had a reading interventionist who met with teachers regularly to improve reading instructional practices and who oversaw all reading assessment data. For designated 45 minutes daily, this teacher worked with small groups and individual readers who scored below grade level. MCCMS also supported small group reading communities with highly trained teachers to work with struggling readers. The communities were formed by the area of greatest weakness as determined through analysis of school and state assessments. Community classes received instruction in phonics, comprehension and/or fluency and were flexible in nature depending on need and progress. These programs were very successful; however, due to attrition MCCMS no longer is able offers these programs.

Administrative and Teacher Leadership Team-

Lydia Norburg	Principal
Patti Baldwin	Assistant Principal
Lottie Aziamadi	Assistant Principal
Staff	**Grade**
Angela Stapleton	Teacher of the Year
Nancy Kurtz	6th grade leader
Melissa Brown	7th grade leader
Brian Cousins	8th grade leader
Vicki Lovin	Media Specialist
Katherine Edwards	Science content co-chair
Sherri Davis	Science content co-chair
Krystal Cronic	Language Arts content chair
Angela Stapleton	Social Studies content chair
Cheryl Efird	Special Education
Dawn Adcock	Para-Professional chair
Nicole Outram	Counselor
Michele Ramsey	Counselor
Chip Meyer	Gifted Education/ Math content chair
Heather Elo	Connections chair

Past Instructional Initiatives:

Fifty Hours of Reading Training-Every teacher received an initial 50 hours of reading training.

Teen Biz – A differentiated online literacy program focusing on expository text.

Georgia Performance Standards –Teaching units, lesson plans, rubrics and benchmarks aligned to standards.

Reading Communities – Classes 15 or less of the weakest readers focusing on phonics, comprehension, and fluency.

Differentiated Instruction - A framework for teaching which offers different avenues to acquire content.

Classworks – Software program designed for tiered instruction (RTI). Classworks is currently used for students in reading, language arts and math. Funding only allows for 100 student usage.

Mock Writing Assessment – A formative assessment given to all students and scored by the University of Georgia.

Write for the Future – A comprehensive writing approach utilizing common organizational tools, formats and rubrics to enhance the writing process

Thinking Maps- Organizational tools used to encourage higher ordered thinking skills

Common Core State Standards- Implementing the standards in all content areas.

Guided and Center-based Reading- Small group guided reading, focusing on comprehension, strategies, and vocabulary practice. Guided reading books are chosen to address students' instructional reading levels as measured by Lexile.

Technology – Integration of current technologies into instruction to provide for 21st century learning and student engagement.

Lexile – Bookroom books and media center books are labeled with Lexile levels. Students are encouraged to read independently and maintain an average within individual Lexile range.

EL Pull-out Model. During this time a certified EL teacher works with students and provides additional literacy instruction.

Assessment Consortium - Goals of the institute were to help selected teachers understand the relationship between classroom assessment and standardized tests and become committed to meeting key quality standards in classroom assessments.

Need for a Striving Reader Project:

Several factors occurring over the last several years have made maintaining high levels of instruction and student achievement more difficult. The reading support specialist for teachers (professional learning) and students (Reading Workshop) retired and the position was not

replaced. Attrition has increased class size making smaller reading communities less feasible. Due to retirements, a younger staff with little high quality reading training has replaced teachers with over 50 hours of intensive training. Funding decreases have limited the number of students supported through after-school tutoring. Differences in philosophical instructional and assessment practices between teachers and schools have made communication about and monitoring of achievement progress difficult. Coinciding with the adoption of the Common Core, the staff has had to rethink how the school approaches reading and writing across all content areas and how to realign current assessments. The school needs to address the shift toward instructing literacy as a whole rather than a separate entity.

The Striving Readers grant will provide opportunities to increase attention to literacy standards in all contents and to revamp instructional and assessment practices. To become highly effective, faculty members require professional development time to learn, organize and streamline best literacy practices, assessments, and evaluations, and to advance interventions across all content areas. Development for language arts teachers in literacy leadership and adult learning is a must as these teachers will become the school's reading and writing specialists. Communication within and across schools is critical if transitions are to become seamless.

The Common Core standards have increased a need for materials at a variety of types, levels, genres and formats designed for 21st century learners. While MCCMS has a large array of books in the media center and in the bookroom, many are outdated titles and/or damaged. Texts need updates in format with the advent of smart-boards, tablets, and e-readers. Programs are needed to streamline and offer consistency in assessments. Teachers must have instruction on teaching and assessing using 21st Century forms of media.

The following document is Morgan County Charter Middle School's Literacy Plan. The backbone for this plan comes from the "How" document, and it is supported by the "Why" and the "What" documents. This plan is driven by the needs assessment. This plan is a living document and is intended to be followed and amended in response to the constantly changing needs of the literacy program at MCCMS. This document includes not only what we intend to do, but also what we are currently doing as we continue to strive toward providing the most comprehensive literacy program possible.

(Note: Page numbers for the "How", "Why", and "What" documents are from the document, not the Adobe numbered pages which do not always coincide.)

Building Block 1. Engaged Leadership
A. Action: Demonstrate commitment to learn about and support evidence-based literacy instruction in his/her school (Needs Assessment: 9% Fully Operational, 77% Operational, 14% Emergent, 0% Not Addressed)
The administrators at MCCMS will reinforce current practices or are planning to: ("How" pg. 20) • Study research-based guidelines, strategies and resources for literacy instruction set forth in the "The Why" document of the most current iteration of the Georgia Literacy Plan ("What", Building Block #1 A 2, pg.5) • Schedule regular literacy observations to monitor use of literacy strategies, student engagement and learning, and consistent use of effective instructional practices • Be strategic about assigning teachers non-academic duties • Schedule protected time for literacy and teacher collaboration ("What", Building Block #1 A 5, pg.5) • Provide professional learning based on student data and teacher needs ("What", Building Block #1 D 1, pg. 6) • Serve as a model by studying literacy research and best practices, sharing professional resources among faculty, facilitating professional discussions, and training team leaders as facilitators **MCCMS is or will implement:** ("How" pg. 20) • Provide time and support for staff to participate in job-embedded professional learning (including coaching, if available, peer-mentoring, learning community, grade-level meetings focused on student work, etc.) ("What", Building Block #1 D 1, pg. 6) • Conduct literacy walk-throughs to monitor use of literacy strategies, student engagement and learning, as well as to ensure consistent use of effective instructional practices ("What", Building Block #1 A 4, pg.5) **MCCMS is or will expand its program to:** ("How" pg. 20) • Ensure continued excellence in professional learning by continuing to analyze data and adjusting professional learning accordingly ("What", Building Block #1 B 3, pg.5)

The administrators at MCCMS are or will sustain its program through: ("How" pg. 20)
- Ensure continued growth through professional learning by providing opportunities for new staff to receive necessary support in becoming acquainted with programs, materials and previously learned strategies ("What", Building Block #1 D 1, pg.6)
- Develop a pipeline of leaders by identifying and training leaders for succession
- Make hiring decisions collaboratively based upon literacy goals

B. Action: Organize a Literacy Leadership Team (Needs Assessment: 25% Fully Operational, 75% Operational,0 % Emergent, 0% Not Addressed)

The administrators at MCCMS will reinforce current practices or are planning to: ("How" pgs. 21, 22)
- Evaluate current practices in all classrooms by using an observation or walkthrough tool (e.g., Literacy Instruction Checklist, GA or some other instrument) to determine strengths in literacy instruction and to identify needs for improvement ("Why", 6D, *Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following:...,* pg. 131) ("What", Building Block #1 D 2, pg. 6) ("What", Building Block #5 B 2 pg. 11)
- Create a shared literacy vision for the school and community aligned with the state literacy plan ("Why" 3C1.15, *A comprehensive and coordinated literacy program*, pg. 67)
- Identify additional stakeholders and partners to be part of the literacy leadership team: representatives from within the feeder pattern for your school (i.e., preschools, daycares, middle schools, high schools, technical schools, universities), community leaders, parents ("What", Building Block #1 F 1, pg.7)

The administrators at MCCMS are or will implement: ("How" pgs. 21, 22)
- Provide professional learning and support for staff in making the transition to the CCGPS ("What", Building Block #1 A 1, pg.5)
- Identify and prioritize a list of students to be targeted for intervention or support ("What", Building Block #1 B 3, pg.5)
- Ensure use of research-based practices aligned with CCGPS ("What", Building Block #1 E 1, pg.6)
- Convene Literacy Leadership Team with community stakeholders, afterschool providers, school faculty and parents ("What", Building Block # 1 F 1, pg. 7)
- Ensure that stakeholders understand literacy goals and their roles in meeting these goals
- Establish a system of communication for sharing information with all partners (email, Infinite Campus phone tree) ("What", Building Block #2 C 2, pg.8)
- Develop a brochure mapping community resources for families of adolescents to be shared in hardcopy and online. ("What", Building Block #2 C 3, pg. 8)

The administrators at MCCMS are or will expand its program to: ("How" pgs. 21, 22)
- Use student achievement data to meet individual teacher needs through follow-up assistance and professional learning
- Re-assign staff as needed to maximize literacy goals
- Refocus School Improvement Plan goals, objectives, and actions according to student achievement results

- Share student achievement gains with parents and with the local community, through community open houses, newspaper articles, displays of student work, website, blogs, podcasts, etc. ("What", Building Block # 1 F 4, pg. 7)

The administrators at MCCMS are or will sustain its program through: ("How" pgs. 21, 22)
- Remain focused on the goals and objectives of the School Improvement Plan to keep staff motivated, productive, and centered on student achievement
- Define priorities and allocate needed resources to sustain them over time
- Use social media to involve community members and parents in literacy efforts and reach out to those not currently involved. ("What", Building Block #1 F 3, pg. 7)

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning (Needs Assessment: 6% Fully Operational, 29% Operational, 15% Emergent, 50% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 22, 23)
- Continue to provide a protected, dedicated 90-120-minute block is allocated for literacy instruction in grades for all students in self-contained classrooms ("Why" 2J, *Reading Next states that literacy instruction for adolescents should extend beyond a single language arts period...* pg. 58) ("What", Building Block #1 C 2, pg.6)
- Study flexible scheduling options to include additional time for reading intervention (double dosing) ("What", Building Block #1 C 3 , pg. 6)
- Schedule time for collaborative planning teams within and across the curriculum ("Why" 4.F.2. *Schedule times for meeting for teachers with auxiliary teachers and personnel*, pg. 92) ("What", Building Block #1 C 5, pg.6)
- Consider the utilization of the entire staff when developing a schedule for literacy instruction ("What", Building Block #1 C 6, pg.6)

MCCMS is or will implement: ("How" pgs. 22, 23)
- Ensure that teams meet for collaborative planning and examining student data/work during scheduled times ("Why" 4.F.2. *Establish a procedure to ensure that those meetings occur and produce the intended alignment*, pg. 92) ("What", Building Block #1 C 5, pg.6)
- Maximize use of scheduled times for collaborative meetings ("What", Building Block #1 C 5, 6, pg.6)
  - Prepare agendas and action summaries for all meetings
  - Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website http://www. lasw.org/ index.html

MCCMS is or will expand its program to: ("How" pgs. 22, 23)
- Collaborate with other team members to maximize instructional time through the use of peer observations to analyze lessons ("What", Building Block #6 B 1, pg.13)
- Study formative student assessment results and use the results to continue to determine the impact of efforts to maximize use of time. ("What", Building Block #6 B 1, pg. 13)

MCCMS is or will sustain its program through: ("How" pgs. 22, 23)
- Use technology to provide professional learning to new and continuing teachers

- Share professional learning at team and staff meetings
- Encourage teachers to share stories of success in the community, both online and through traditional outlets ("What", Building Block #1 F 4, pg. 7)
- Use media to collaborate with other schools (schools within the feeder pattern and school in close proximity)

D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the Common Core Georgia Performance Standards (Needs Assessment: 15% Fully Operational, 54% Operational, 31% Emergent,0% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 24, 25)
- Analyze multiple forms of student, school and teacher data to develop a list of prioritized recommendations and goals for improvement
- Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge ("What", Building Block #1 D 1, pg.6)
- Select or develop a walk-through and/or observation form (e.g., Literacy Instruction Checklist, GA or some other instrument) to ensure consistency of effective instructional practices ("Why", 6D, *Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following:...,* pg. 131) ("What", Building Block #5 B 2 pg. 11) ("What", Building Block #1 D 2 , pg.6)
- Be strategic about assigning teachers, i. e., assign staff that is not instructing or tutoring non-academic duties

MCCMS is or will implement: ("How" pgs. 24, 25)
- Utilize all staff to support literacy instruction
- Incorporate technologies to more creatively and effectively support stakeholder engagement (i.e., blogs, Twitter, electronic newsletters). ("Why", 2.B. *Synthesizing or creating new information is the key to learning the content presented in the text*, pg. 43)
- Design responses to help connect students to the proper service providers in the community as aligned in brochure (1.B. implementing)

MCCMS is or will expand its program to: ("How" pgs. 24, 25)
- Maintain infrastructure to support literacy (accountability, data collection and evaluation across organization)
- Use technology to assist in incorporating culturally and linguistically appropriate two-way communications with parents and stakeholders ("What", Building Block #2 C 2, pg. 8)

MCCMS is or will sustain its program through: ("How" pgs. 24, 25)
- Provide parents and caregivers with links to websites that provide resources to strengthen literacy ("What", Building Block #2 C 4, pg. 8)
- Include academic supports such as tutoring, co-curricular activities, online learning opportunities and/or tutoring, and extended learning opportunities to enhance literacy learning
- Utilize social media to communicate and promote the goals of literacy across the curriculum, e. g.. Twitter, Facebook, Google, etc.

E. Action: Optimize literacy instruction across all content areas (Needs Assessment: 15% Fully Operational, 54% Operational, 31% Emergent,0% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 26, 27)
- Create a plan to integrate literacy in all subjects as articulated within CCGPS ("Why" 2J, *Reading Next states that literacy instruction for adolescents should extend beyond a single language arts period...* pg. 58) ("What", Building Block #1 E 1, pg.6)
- Provide professional learning on:
  - Incorporating the use of non-fiction in content areas ("Why", 2.E.3, *In content area reading, the reader must be able to flexibly employ a set of skills specific to that discipline*, pg. 49)
  -Writing instruction (narrative, opinion, and informational) in all content areas
  -Supporting opinions with reasons and information
  -Text complexity that is appropriate to grade level ("Why", 2.E.1, *Teachers are provided exemplars within a two-grade span that illustrate the level of complexity ....* pg. 47) ("Why", 3.C, *Overall, older students will need varying degrees of instruction in reading in order to improve their reading abilities.* pg. 66)
  -Text complexity that is adjusted to the needs of individual students ("Why", 3.C, *It is the teacher's responsibility to assess the reading ability...* , pg. 66)
  -Guiding students to conduct short research projects that use several sources
  -Teaching students to identify and navigate the text structures most common to a
   particular content area (e.g., social studies, cause and effect; science, problem/solution) ("Why", 2.E.2, *With the support of literacy in the Common Core Georgia Performance Standards, content-area teachers will have specific guidance on the kinds of skills that students need...,* pg. 49) ("What", Building Block #1 E 4 a-f, pg.6)
- Identify research-based strategies and appropriate resources to support student learning of the CCGPS as well as for differentiated instruction through tiered tasks ("What", Building Block #1 E 1, pg.6)
- Identify appropriate strategies to help ELs meet English language proficiency standards
- Identify or develop a systematic procedure for teaching academic vocabulary in all subjects (e. g., http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf) ("Why", 3.C.1.2, *Effective instructional principles embedded in content, ...,* pg. 66) ("What", Building Block #1 E 2, pg.6)

MCCMS is or will implement: ("How" pgs. 26, 27)
- Ensure the use of research-based strategies and appropriate resources to support student learning of the CCGPS ("What", Building Block #1 E 1, pg.6)
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance ("What", Building Block #1 E 3, pg.6)
- Ensure that teachers provide meaningful opportunities for students to write, speak, and listen ("Why", 2E3, *The Common Core Georgia Performance Standards require students to read and analyze a wide range of print and non-print materials...,* pg. 50) ("Why", 3.C.1.4, *Text-based collaborative learning, which involves students interacting with one another around a variety of texts*, pg. 66) ("What", Building Block #1 E 1, pg.6)
- Require the teaching of academic vocabulary in all subjects using a systematic process such as http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf ("Why", 3.C, *The following components of reading are associated with improved outcomes for adolescents: advanced word study, fluency, vocabulary, comprehension, and motivation*, pg. 65) ("What",

Building Block #1 E 2, pg.6)
- Provide teachers with resources to provide a variety and choice in reading materials and writing topics ("Why", 2.C.4, *Include the writing formats of new media as an integral component of writing*, pg. 44) ("Why", 2.I, *Provide students with opportunities to make choices, particularly in what texts to read*, pg. 59)
- Support teachers in their use of appropriate strategies to help ELs meet English language proficiency standards ("What", Building Block #1 E 1, pg.6)

MCCMS is or will expand its program to: ("How" pgs. 26, 27)
- Monitor literacy instruction across the curriculum through:
  - Formal and informal observations
  - Lesson plans
  - Walk-throughs
  - Student work samples
- Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers) ("Why", 3.C, *The following components of reading are associated with improved outcomes for adolescents: advanced word study, fluency, vocabulary, comprehension, and motivation*, pg. 65)
- Identify skills or knowledge that needs to be strengthened in the future for students to reach standards proficiency
- Share ways for teachers to guide students to focus on their own improvement("What", Building Block #1 E 4 a-f, pg.6)
- Create a forum to share creative ideas among the faculty to infuse literacy throughout the day

MCCMS is or will sustain its program through: ("How" pgs. 26, 27)
- Expand meaningful opportunities for students to write, speak, and listen (e.g., contests, debates, speeches, wikis, blogs, creating YouTube videos, and drama) ("What", Building Block #1 E 1, pg.6)
- Expand the types of writing across the subject areas (e.g., songs, manuals, wikis, blogs, captions, word problems, e-mails, ads, instructions, etc.) ("Why", 2.I, *Incorporate technology into literacy through the use of e-readers, blogs, and social networking*, pg. 59) ("What", Building Block #1 E 3, pg.6)
- Celebrate and publish good student writing products in a variety of formats (i.e., school or classroom blogs and websites, student blogs, local newspapers, literacy magazines, classroom and school libraries, etc.) ("Why", 2.I, *Incorporate technology into literacy through the use of e-readers, blogs, and social networking*, pg. 59) ("What", Building Block #1 E 3, pg.6)

F. Action: Enlist the community at large to support schools and teachers in the development of college-and-career-ready students as articulated in the Common Core Georgia Performance Standards. (Needs Assessment: 0 % Fully Operational, 14% Operational, 15% Emergent,71% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 28)
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, afterschool programming) ("What", Building Block #1 F 2, pg.)

- Identify key members of the community, governmental and civic leaders, business leaders, and parents to serve as members of a community advisory board (School Governance Council which meets monthly) ("What", Building Block #1 F 1, pg.6)
- Contact potential members and schedule at least two meetings annually (We are on the School Governance Council agenda twice a year) ("What", Building Block #1 F 1, pg.6)

MCCMS is or will implement: ("How" pgs. 28)
- Convene meetings of the community advisory board at scheduled times ("What", Building Block #1 F 1, pg.6)
- Develop an agenda for each meeting to promote cooperation and communication among participants and the schools ("What", Building Block #1 F 1, pg.6)
- Expand the mentoring system from within and outside of the school for every student who needs additional support ("What", Building Block #1 F 2, pg.)

MCCMS is or will expand its program to: : ("How" pgs. 28)
- Actively support teachers in their efforts in schools
- Expand utilization of social media to communicate and promote the goals of literacy throughout the community at large ("What", Building Block #1 F 3, pg.6)

MCCMS is or will sustain its program through: ("How" pgs. 28)
- Foster relationships among schools, postsecondary education institutions, the workforce, families and communities ("Why", 3.C.1.15, *A comprehensive and coordinated literacy program, ...*, pg. 67)
- Continue to focus proactively on broad issues that may prevent students from learning
- Celebrate academic successes publically through traditional and online media ("What", Building Block #1 F 3, 4, pg.6)
- Pursue additional funding sources for specialized literacy staff and materials

Building Block 2: Continuity of Instruction

A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams (See Leadership Sections I. D., E.) (Needs Assessment: 18% Fully Operational, 22% Operational, 46% Emergent, 14% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 29)
- Administration establishes an expectation of shared responsibility for literacy across the curriculum("What", Building Block #2 A 1 pg.8)
- Expand cross-disciplinary teams to include literacy instruction
  - Establish protocols for team meetings, such as those found on http://www.lasw. org/methods.html
  -Schedule time for teams to meet for regular collaboration and examination of student data/work ("Why", 3.C.1.13, *Teacher teams, which are interdisciplinary teams that meet regularly to discuss students and align instruction.* pg. 67)
  -Identify specific, measurable student achievement goals aligned with grade- level expectations to be shared by teachers in all subjects ("Why", 3.C.1.12, *Ongoing summative assessment of students and programs,...,* pg. 67) ("What", Building Block #2 A 1, 5 pg.8)

- Develop administrative awareness of the need to identify gaps ("What", Building Block #2 A 6 pg.8)

MCCMS is or will implement: ("How" pgs. 29)
- Meet in disciplinary teams according to regularly established times for collaborative planning and examining student data/work ("What", Building Block #2 A 1, 3 pg.8)
- Use protocols to examine student work (e.g., Collaborative Assessment Conference, Consultancy, Tuning Protocol) from Looking at Student Work website http://www. lasw.org/index.html ("What", Building Block #2 A 2 pg.8)
- Prepare agendas for all meetings("What", Building Block #2 A 3, pg.8)

MCCMS is or will expand its program to: ("How" pgs. 29)
- Research effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction
- Study formative student assessment results and use the results to continue to adjust instruction ("Why", 3.C.1.9, *Ongoing formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices.* pg. 67) ("What", Building Block #2 A 6 pg.8)
- Assess effectiveness of team actions on student learning ("What", Building Block #2 A 5 pg.8)
- Alter teams as necessary to ensure optimal effectiveness

MCCMS is or will sustain its program through: ("How" pgs. 29)
- Utilize online options to provide ongoing professional learning to new and continuing teachers
- Share professional learning online and at team and staff meetings ("What", Building Block #2 A 5 pg.8)
- Showcase evidence of student learning success on the school or class websites and through blogs, e. g., writing assignments, improved test scores, awards or recognitions
- Encourage teachers to share stories of success in the community and through school and teacher websites and blogs

B. Action: Support teachers in providing literacy instruction across the curriculum (Needs Assessment: 9% Fully Operational, 63% Operational, 28% Emergent, 0% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 30, 31)
- Continue to provide awareness sessions for entire faculty to learn about CCGPS for literacy in history/social studies, science, and technical subjects
- Continue to identify the concepts and skills students needed to meet expectations in CCGPS
- Discuss ways to infuse literacy throughout the day including the use of technology ("Why", 3C1.8, *A technology component, which includes technology as a tool for and a topic of literacy instruction.* pg. 67) ("What", Building Block #2 B 4 pg.8)
- Study the English language proficiency standards resources, strategies, technologies, and accommodations for English learners (ELs) ("Why", 3.D, *Instruction is driven by research-based practices, such as direct and sheltered instruction, that have been found effective with all students...,* pg. 73)

MCCMS is or will implement: ("How" pgs. 30, 31)

- Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS
- Teach academic vocabulary in all subjects using a commonly adopted, systematic procedure, such as http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf
- Implement appropriate strategies to help ELs meet English language proficiency standards ("Why", 3D, *Instruction is driven by research-based practices, such as direct and sheltered instruction, that have been found effective with all students...,* pg. 73) ("Why", 6.D, *For ELL students in elementary grades, these strategies supplemented with more extensive recommendations will enhance the intervention efforts...,* pg. 132)
- Use a school-wide writing rubric that is aligned with the CCGPS to set clear expectations and goals for performance (Already using Georgia Middle Grades Writing Assessment Rubric) ("What", Building Block #2 B 3 pg.8)
- Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media ("Why", 2E3, *The Common Core Georgia Performance Standards require students to read and analyze a wide range of print and non-print materials...,.* pg. 50) ("Why", 3.C, *A technology component, which includes technology as a tool for and a topic of literacy instruction*, pg. 67)   ("What", Building Block #2 B 4 pg.8)
- Provide variety and choice in the types, media and genre of both reading and writing assignments("Why", 2.F, *To prepare all students for increased academic achievement in a technological society,...,* pg. 51) ("What", Building Block #2 B 4 pg.8)
- Expand meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options ("Why", 2.E.3, *Literacy includes not only written texts, but also the viewing and representing digital images, aural images, and other special effects used in various forms of media*, pg. 50) ("What", Building Block #2 B 4 pg.8)

MCCMS is or will expand its program to: ("How" pgs. 30, 31)
- Integrate appropriate comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers)
- Provide opportunities for reading varied genres to improve fluency, confidence, and understanding ("Why", 2.E.3, *The Common Core Georgia Performance Standards require students to read and analyze a wide range of print and non-print materials...,* pg. 50)
- Monitor the use of instructional strategies to improve literacy through formal and informal observations
- Discuss exemplary samples with students to model features of quality writing
- Guide students to focus on their own improvement

MCCMS is or will sustain its program through: ("How" pgs. 30, 31)
- Stay abreast of effective strategies for literacy instruction
- Discuss alternative instructional strategies or modifications that may be better suited to promoting student learning of the CCGPS (and for ELs, English language proficiency standards) ("Why", 2.G.D, *Adolescents' evolving expertise in navigating routine school literacy tasks suggests the need to involve them in higher level thinking about what they read and write...,* pg. 52)
- Host family nights that engage parents in activities that demonstrate the importance of literacy proficiency

• Plan a literacy celebration for the entire school

C. Action: Collaborate with supporting out-of-school agencies and organizations within the community (Needs Assessment: 0% Fully Operational, 20% Operational, 22% Emergent,59% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 32, 33)
- Ensure that all appropriate stakeholders participate in critical planning and decision-making activities
- Maintain a person in a leadership role (e.g., administrator, coach, counselor) at the school who will be in charge of transitions for all students
- Map available fiscal and human resources related to support services throughout the community, highlighting where gaps occur ("What", Building Block #2 C 1, 2 pg.7, 8)
- Develop a survey of needs from parents, student, teacher, and counselors that can be used to match available resources to actual need. ("What", Building Block #2 C 1, 2 pg.7, 8)

MCCMS is or will implement: ("How" pgs. 32, 33)
- Continue to utilize all staff to support literacy instruction (e. g. assign non-academic duties to personnel not engaged in literacy instruction)
- Identify and contact learning supports in the community that target student improvement (e.g., tutoring, mentoring, out-of-school programming) ("What", Building Block #2 C 1 pg.7, 8)
- Design avenues to connect students to the proper service providers in the community ("What", Building Block #2 C 1, 2 pg.7, 8)
- Establish a work group (e.g., school counselors, psychologists, nurses, social workers, attendance and drop out counselors, health educators, special education staff, after school program staff, bilingual and Title I coordinators, safe and drug free school staff, union representatives, classroom teachers, non-certified staff, parents, older students, community representatives) that focuses specifically on how learning supports are used (Local Inter-agency Planning Team –meets once a month, Caring Place, The Family Connection, United Way) ("What", Building Block #2 C 1, 2 pg.7, 8)
- Incorporate technologies to more creatively and effectively support stakeholder engagement (i. e. blogs, Twitter, electronic newsletters) ("Why", 3.C.1.8, *A technology component, which includes technology as a tool for and a topic of literacy instruction.* pg. 67) ("What", Building Block #2 C 4 pg. 8)

MCCMS is or will expand its program to: ("How" pgs. 32, 33)
- Partner with community and faith-based groups to accommodate more students ("Why", 3.C.1.15, *A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community,* pg. 67) ("What", Building Block #2 C 1, 2 pg.7, 8)
- Fill program/service gaps and develop online outreach linkages among families of schools (e.g., a feeder pattern, schools in close proximity) ("What", Building Block #2 C 1, 2 pg.7, 8)
- Establish a mentoring system from within and outside the school for every student who needs additional support
- Provide English language services that extend beyond the classroom ("What", Building Block #2 C 1, 2 pg.7, 8)

- Using technology, translate school documents into other languages to assist parents (Currently use Transcribe, but only for federally mandated documents) ("What", Building Block #2 C 4 pg. 8)
- Incorporate culturally and linguistically appropriate two-way communications with parents and stakeholders both online and face-to-face ("What", Building Block #2 C 1, 2 pg.7, 8)

MCCMS is or will sustain its program through: ("How" pgs. 32, 33)
- Keep the focus (fiscal and instructional) on literacy development even when faced with competing initiatives
- Continue to focus proactively on broad issues that may prevent students from learning (e.g., health, nutrition, homelessness, drop-out, attendance) (Already have LIPT (Local Interagency Planning Team) which includes school, DFACS, DJJ (Department of Juvenile Justice), local mental health agencies and the Boys and Girls Club of Morgan County which meets with referred families to discuss options and supports; Family Connection which provided classes for parents and won grant called System of Care for African-American Males that works with family and home, and provides group counseling) ("What", Building Block #2 B 4 pg.8)
- Pursue additional funding sources for specialized literacy staff and materials
- Include and sustain academic supports such as tutoring, co-curricular activities, and extended learning opportunities such as summer programs, online tutoring programs, after-school to enhance literacy learning.

Building Block 3. Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction (Needs Assessment: 51% Fully Operational, 38% Operational, 11% Emergent, 0% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 34, 35)
- Provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (informal and performance based) ("What", Building Block #3 A 2 pg. 8)
- Task the data team with developing procedures and expectations for staff to review and analyze assessment results ("What", Building Block #3 A 4 pg. 8)
- Define a process for selecting appropriate interventions for struggling readers

MCCMS is or will implement: ("How" pgs. 34, 35)
- Analyze assessment data according to the established timeline ("What", Building Block #3 A 5 pg. 8)
- Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms
- Use screening, progress monitoring, and curriculum-based assessments to influence instructional decisions regarding flexible 4-tier service options for Response to Intervention (RTI) ("What", Building Block #3 A 1 pg. 8)
- Upgrade technology infrastructure, if necessary, to support assessment administration and

dissemination of results ("What", Building Block #3 A 4 pg. 8)

MCCMS is or will expand its program to: ("How" pgs. 34, 35)
- Designate a person to be responsible for ensuring continued fidelity to all formative assessment procedures and timelines beyond year one ("What", Building Block #3 A 2, 5 pg. 8)
- Use technology to share relevant student progress data with parents and caregivers in an easily interpreted user-friendly format ("What", Building Block #3 A 1 pg. 8)
- Record collaboration sessions for those who could not attend at the designated time

MCCMS is or will sustain its program through: ("How" pgs. 34, 35)
- Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based assessments (formal, informal, performance based) ("Why", 3.C.1.9, Ongoing *formative assessment of students, which is informal, often daily assessment of how students are progressing under current instructional practices*, pg. 67) ("Why", 5.A.3, *"The assessments themselves indicate an area in which additional instruction is needed, not how to instruct. Formative assessments are only effective if they are followed by effective instructional responses or appropriate types of feedback." (Torgesen & Miller, 2009, p. 24)* pg. 98) ("What", Building Block #3 A 1 pg. 8)
- Continue to provide assessment measures that can help identify high achieving/advanced learners who would benefit from enrichment activities
- Continue to purchase assessment and intervention materials aligned with students' needs ("What", Building Block #3 A 1 pg. 8)

B. Action: Use universal screening and progress monitoring for formative assessment (Needs Assessment: 51% Fully Operational, 38% Operational, 11% Emergent, 0% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pg. 36)
- Research and select effective progress monitoring tools to measure general-outcome literacy competencies (e.g., phonemic awareness, phonics, oral reading fluency, written expression, vocabulary) (Re-implement Diagnostic Reading Assessment and Mock Writing test for all grades) ("What", Building Block #3 B 1 pg. 8)
- Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework (CRI, cloze and SRI) ("What", Building Block #3 B 7 pg. 8)

MCCMS is or will implement: ("How" pg. 36)
- Provide timely, descriptive feedback to students with opportunities to assess their own learning (e.g., graphing their progress)

MCCMS is or will expand its program to: ("How" pg. 36)
- Assign a person responsible for monitoring and maintaining fidelity of all formative assessment procedures and timelines
- Organize to analyze student data in teacher teams to develop and adjust instructional plans

MCCMS is or will sustain its program through: ("How" pg. 36)
- Provide continued professional learning to staff who administer assessments to maintain use of

standardized procedures and accurate data recording("What", Building Block #3 B 2 pg. 8)
- Acknowledge staff's efforts to improve their use of assessment data to inform instruction
- Make data-driven budget decisions aligned with literacy priority

C. Action: Use diagnostic assessment to analyze problems found in literacy screening (Needs Assessment: 25% Fully Operational, 55% Operational, 11% Emergent,9% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pg. 37)
- Select interventions that include diagnostic assessments and multiple- entry points to avoid a one-size-fits-all approach ("What", Building Block #3 C 3 pg. 9)
- Identify diagnostic assessments, where possible, that isolate the component skills needed for mastery of literacy standards("What", Building Block #3 B 2 pg. 9)

MCCMS is or will implement: ("How" pg. 37)
- Use results of the diagnostics for student placement within an intervention and to adjust instruction ("What", Building Block #3 B 1 pg. 8)
- Use technology to differentiate learning within content areas (e.g., use Lexiles to match students to text; provide practice opportunities to strengthen areas of weakness; translate material into student's first language; support students whose disabilities may preclude them from acquiring information through reading) ("What", Building Block #3 B 3 pg. 8)

MCCMS is or will expand its program to: ("How" pg. 37)
- Use student assessment data to assist students and teachers in setting learning goals and in monitoring progress toward those goals
- Use technology to share relevant student progress data with families in an easily interpreted format
- Use technology for communicating data to the district literacy leadership team in a timely manner

MCCMS is or will sustain its program through: ("How" pg. 37)
- Recognize and celebrate individual student's incremental improvements toward reaching literacy goals

D. Action: Use summative data to make programming decisions as well as to monitor individual student progress (Needs Assessment: 27% Fully Operational, 59% Operational, 11% Emergent,3% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 37, 38)
- Analyze assessment data to identify teachers who need support
- Analyze previous year's outcome assessments to determine broad student needs and serve as a baseline for improvement:
  - CRCT
  - MAP
  - SRI
  - Reading Assessments (CRI, Universal Screener, Cloze)
  - Evaluate the capacity of technology infrastructure to support test administration and disseminate results ("What", Building Block #3 D 1 pg. 9)

MCCMS is or will implement: ("How" pgs. 37, 38)
- Discuss assessment results with students to set individual goals (Goal setting conferences) ("What", Building Block #3 D 1 pg. 9)
- Plan time in teacher teams to review assessment results to identify program and instructional adjustments, as needed ("What", Building Block #3 B 3 pg. 9)

MCCMS is or will expand its program to: ("How" pgs. 37, 38)
- Using online training options, offer professional learning on strategies to address specific skills identified as school-wide or subject area weaknesses
- Disaggregate data to ensure the progress of subgroups ("What", Building Block #3 D 4 pg. 9)
- Share and analyze student work samples as a way to inform instruction during collaborative planning (See Section I. B. and II.A.)
- Plan lessons, re-teaching, and intervention activities that target areas of need ("Why", 3C15, *Strategic tutoring, which provides students with intense individualized reading, writing, and content instruction as needed*, pg. 66) ("What", Building Block #3 D 3 pg. 9)

MCCMS is will sustain its program through: ("How" pgs. 37, 38)
- Based on analysis of summative assessment data:
  - Redefine school improvement goals
  - Adjust curriculum alignment to eliminate gaps
  - Ensure that students are appropriately placed in specific programs
  -Using the school or classroom websites, recognize and celebrate individual student's significant improvements and attaining designated standards of achievement ("What", Building Block #3 D 1 pg. 9)

Action 3.E.: Develop a clearly articulated strategy for using data to improve teaching and learning (See V. A.) (Needs Assessment: 27% Fully Operational, 59% Operational, 11% Emergent,3% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pg. 39)
- Develop a protocol for making decisions to identify the instructional needs of students ("What", Building Block #3 E 1 pg. 9)
- Establish or select protocols for team meetings, such as those found on http://www.lasw. org/methods.html ("What", Building Block #3 E 4 pg. 9)
- Schedule collaborative planning time for data meetings at a minimum of once/ month
- Develop a data storage and retrieval system ("What", Building Block #3 E 2 pg. 9)

MCCMS is or will implement: ("How" pg. 39)
- Train teachers to use the decision-making protocol to identify student instructional needs and group them by instructional commonalities ("What", Building Block #3 E 1 pg. 9)
- Implement decision making protocol with fidelity ("What", Building Block #3 E 1 pg. 9)

MCCMS is or will expand its program to: ("How" pg. 39)
- Evaluate the process for using data to ensure that it continues to meet the needs of students and teachers

MCCMS is will sustain its program through: ("How" pg. 39)
- Continue to build collaborative data meetings into the monthly calendar ("What", Building Block #3 E 1 pg. 9)
- Using online options to continue to train new members of the meetings in the expectations and function of the established protocols ("What", Building Block #3 E 4 pg. 9)

Building Block 4. Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students (Needs Assessment: 16% Fully Operational, 30% Operational, 53% Emergent, 2% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 40, 41)
- Plan and provide professional learning on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills within each subject area ("What", Building Block #4 A 5 pg. 10)
- Compile and examine classroom observation data (e.g., Literacy Instruction Checklist, GA or some other instrument) using a checklist to gauge current practice in literacy instruction ("Why", 6D, *Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy initiatives in the classroom by observing the following:...,* pg. 131) ("What", Building Block #5 B 2 pg. 11) ("What", Building Block #4 A 3 pg. 10)

MCCMS is or will implement: ("How" pgs. 40, 41)
- Provide training to all pertinent staff in the use of the core program ("What", Building Block #4 A 1 pg. 10)
- Provide professional learning on the tenets of explicit instruction:
  - Use of data to inform instructional decisions and explicit teaching
  - Selection of appropriate text for strategy instruction
  - Telling students specific strategies to be learned and why
  - Modeling of how strategy is used
  - Guided and independent practice with feedback
  - Discussion of when and where strategies are to be applied ("What", Building Block #4 A 6 pg. 10)

MCCMS is or will expand its program to: ("How" pgs. 40, 41)
- Address both academic and workplace literacy skills across all content areas and provide students with knowledge of a variety of career pathways ("Why", 1, *According to the National Commission on Writing (2004), the demands for clear and concise communication, especially writing, in the workplace are increasing*, pg. 27) ("Why", 2D, *Acquisition of those literacy skills should provide the student with the ability to transfer those skills into workplace or college.* pg. 49)
- Provide instructional and assessment accommodations/ adaptations for English language learners according to their English proficiency levels, and accommodations for students with exceptionalities according to their needs and talents ("Why", 6.D, *For ELL students in elementary grades, these strategies supplemented with more extensive recommendations will enhance the intervention efforts...,* pg. 132) ("What", Building Block #4 A 2 pg. 10)

MCCMS is will sustain its program through: ("How" pgs. 40, 41)
- Continue analyzing data to determine the impact of teaching strategies on student achievement("What", Building Block #4 A 2 pg. 10)
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program ("What", Building Block #4 A 1 pg. 10) ("Why", 4.F.2, *Designate a person(s) on the faculty to provide guidance to new teachers or any teachers needing help with the scheduling or the procedures*, pg. 93)
- Stay abreast of current research and new findings related to differentiated instruction by expanding the library of professional books, journals, and online sources ("Why", 3.C.2.4, *Teachers need to use research-based strategies to promote adolescent literacy in classrooms and library media centers*, pg. 68)

B. Action: Ensure that students receive effective writing instruction across the curriculum (Needs Assessment: 16% Fully Operational, 30% Operational, 53% Emergent, 2% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 42)
- Address both academic and workplace writing skills across all content areas and provide students with knowledge of a variety of career pathways ("Why", 2.D, *Acquisition of those literacy skills should provide the student with the ability to transfer those skills into workplace or college.* pg. 49)
- Develop a coordinated plan for writing instruction across all subject areas to include:
  - Explicit instruction
  - Guided practice
  - Independent practice ("What", Building Block #4 B 2 pg. 10)
- Provide professional learning on best practices in writing instruction in all subject areas ("What", Building Block #4 B 3 pg. 10)
- Create a plan that describes how technology will be used for production, publishing, and communication across the curriculum ("What", Building Block #4 B 5 pg. 10)

MCCMS is or will implement: (* Not included in "How" document)
- Integrate writing strategies and skill development necessary for achievement in all subjects as articulated within CCGPS ("What", Building Block #4 A 3 pg. 10)
- Provide training to all pertinent staff in the use of the core program ("What", Building Block #4 B 2 pg. 10)
- Provide professional learning (where needed) on how to best use technology for production, publishing and communication across the curriculum("What", Building Block #4 B 5 pg. 10)

MCCMS is or will expand its program to: (* Not included in "How" document)
- Analyze several year's outcome on the Georgia High School Writing Test (GHWT) given in fall of junior year to determine broad student needs and serve as a baseline for improvement

MCCMS is will sustain its program through: (* Not included in "How" document)
- Continue to provide ongoing training to all pertinent and new staff in the use of the core program ("What", Building Block #4 B 2 pg. 10)
- Provide support to new teachers on differentiated instruction for all learners, including English language learners and students with exceptionalities ("What", Building Block #4 B 3 pg. 10)

- Stay abreast of current research and new findings related to differentiated instruction by expanding the library of professional books, journals, and online sources

C. Action: Teachers work to develop and maintain interest and engagement as student's progress through school. (Needs Assessment: 28% Fully Operational, 30% Operational, 30% Emergent, 13% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pg. 41)
- Teachers should be made to understand the need for any or all of the following:
  - Providing students with opportunities to self-select reading material and topics for research ("What", Building Block #4 D 1 pg. 11) ("Why", 3.C.2.1, *Students need to have access to a variety of reading materials, such as books, magazines, the Internet, online databases, and other text sources in their classrooms and library media centers,* pg. 68) ("What", Building Block #4 D 3 pg. 11)
  - Taking steps to provide students with an understanding of the relevance of their academic assignments to their lives ("What", Building Block #4 D 2 pg. 11)
  - Increasing opportunities for collaborating with peers ("Why", 3.C.2.3, *Students need to have opportunities to discuss what they are reading with other students and their teachers,* pg. 68) ("What", Building Block #4 D 4 pg. 11)
  - Scaffolding students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy ("Why", 2.D, *As stated above, literacy demands in content areas are rigorous for all students...,* pg. 49) ("What", Building Block #4 D 5 pg. 11)
  - Leveraging the creative use of technology within the learning process to promote engagement and relevance ("Why", 2G.e, *Adolescents' interests in the Internet, hypermedia, and various interactive communication technologies...,* pg. 52) ("Why", 2.I, *To be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy,* pg. 56) ("What", Building Block #4 D 6 pg. 11)

MCCMS is or will implement: ("How" pg. 41)
- Ensure that incentive programs, if used, are:
  - Voluntary and not required
  - Not tied to grades
  - Incentives are minimal and are connected to reading, such as books
  - Are used with students who are unmotivated to read rather than with those who are already excited about reading within the learning process to promote engagement and relevance.

Building Block 5. System of Tiered Intervention (RTI) for All Students

A. Action: Use information developed from the school-based data teams to inform RTI process (see Section 3. E.) (Needs Assessment: 17% Fully Operational, 17% Operational, 47% Emergent, 19% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pg. 43)
- Determine percentage of students currently being served in each tier at each grade level.
- Budget for recurring costs of data collection, intervention materials, and technology used for implementation ("Why", 2.I, *In an article for EdTech Magazine, titled "21st Century Skills", the author said, "The new mandate for schools is simple: Be relevant to students while giving*

them the latest skills to compete globally." (Sturgeon, 2008) Rather than viewing technology as a distraction, educators must learn to rethink instruction in order 2008) to leverage their students' fascination with technology rather than to see it as a distraction only., pg. 57)

- Develop protocols for identifying students and matching them to the appropriate intervention ("What", Building Block #5 A 2 pg. 11)

MCCMS is or will implement: ("How" pg. 43)
- Purchase, train and implement data collection
- Purchase, schedule, train providers and implement intervention ("Why", 6.C, *Intervention Review Protocol: Provides a framework (in conjunction with the Types of Research Methods and Critical Reading Protocol tools) for the review of all available information on an intervention, including research studies, to support decisions about the selection of interventions.,* pg. 129)
- Monitor to ensure that interventions are occurring regularly and with fidelity ("Why", 6.C, *Intervention Review Protocol: Provides a framework ...,* pg. 129) ("What", Building Block #5 A 3 pg. 11)
- Monitor results of formative assessment to ensure students are progressing ("What", Building Block #5 A 4 pg. 11)

MCCMS is or will expand its program to: ("How" pg. 43)
- Develop standardized protocols for the collection of critical information to determine students' literacy competence in various content areas and response to interventions ("What", Building Block #5 A 2 pg. 11)
- Schedule grade-level data-analysis team meetings
- Provide building and system-level support of the process

MCCMS is will sustain its program through: ("How" pgs. 43)
- Use the Georgia Department of Education problem-solving checklist to evaluate:
  - Personnel providing interventions
  - The ease with which students move between tiers
- Consider the options available through technology to provide ongoing, job-embedded support for data collection and analysis as well as for intervention, e.g. videotaping, videoconferencing, online collaboration.

B. Action: Provide Tier I Instruction based upon the CCGPS in all grades to all students in all classrooms (See Sections 4. A & B) ("Why", 6.D.1, *Tier I: Standards-Based Classroom Learning*, pgs. 132, 133) (Needs Assessment:15 % Fully Operational, 17% Operational, 52% Emergent, 17% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 43, 44, 45)
- If fewer than 80% of students in Tier I are successful
  - Examine student data to focus on instructional areas of greatest need (e.g., vocabulary, comprehension, written expression) ("What", Building Block #5 B 1   pg. 11)
  - Compile data from classroom observations and review of plans to determine current practice in literacy instruction in each subject area using a checklist (e.g., Literacy Instruction Checklist, GA or some other instrument) ("Why", 6.D, *Local school leaders and school improvement teams may examine the quality of teachers' practices in implementing literacy*

initiatives in the classroom by observing the following:..., pg. 131) ("What", Building Block #5 B 2 pg. 11)
- Provide professional learning on: ("What", Building Block #5 B 3a pg. 11)
  -GA DOE resources for RTI, universal screening (e. g., GRASP, Aimsweb, Team teaching and inclusion of students with special learning needs (EL, SWD, gifted) in the general education setting("What", Building Block #5 B 3b pg. 11)
  - School-wide understanding of assessment data and anticipated levels of student mastery during the school year ("What", Building Block #5 B 3d pg. 11)

MCCMS is or will implement: ("How" pgs. 43, 44, 45)
- Ensure that teachers within each subject area plan together to implement jointly adopted literacy instruction
- Ensure that teachers develop and agree upon common classroom-based formative assessments within each subject area to ensure consistent expectations across classrooms ("What", Building Block #5 B 3 pg. 11)
- Schedule time for instructional planning as well as for student progress conversations across (vertical) as well as within (horizontal) grade levels
- Use data from universal screening process to identify general weaknesses in instruction Tier I as well as struggling students ("What", Building Block #5 B   pg. 11)
- Use system-developed classroom-based formative assessments to monitor consistent grade-level implementation of curriculum and to gauge students' progress toward mastery of CCGPS at each grade level for all schools("What", Building Block #5 B 3 pg. 11)

MCCMS is or will expand its program to: ("How" pg. 43, 44)
- Establish protocols to teach and monitor teachers' effective questioning and feedback skills
- Ensure adequate time for planning and implementing flexible grouping based on students' learning needs
- Monitor the planning, delivery and assessment for students with special learning needs (EL, SWD, gifted) ("What", Building Block #5 B 3c pg. 12)
- Support teachers' effective use of time through use of technology during each stage of the process

MCCMS is or will sustain its program through: ("How" pgs. 43, 44)
- Continue to ensure that teachers consistently provide instruction that includes explicit instruction designed to meet the individual students' needs ("What", Building Block #5 B 1 pg. 11)
- Encourage the use of technology to support proactive communication between students and teachers, parents and teachers (e.g., cell phones, texting, email)

C. Action: Implement Tier 2 needs-based interventions for targeted students (Needs Assessment:16 % Fully Operational, 18% Operational, 43% Emergent, 23% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 45, 46) ("Why", 6.D.2, *Student Movement to Tier 2*, pgs. 133, 134)
- Provide professional learning to ensure school-wide understanding of assessment data and anticipated levels of student mastery during the school year ("Why", 4.G, *In light of the*

consistency of these recommendations, recent comments by Dr. Richard Stiggins, an expert in classroom-based formative assessments, are sobering..., pg. 94)

- Plan and provide professional learning for interventionists on:
  - Appropriate use of supplemental and intervention materials("What", Building Block #5 C 1a pg. 12)
  - Diagnosis of reading difficulties ("What", Building Block #5 C 3b pg. 12)
  - Direct, explicit instructional strategies to address difficulties ("What", Building Block #5 C 3c pg. 12)
  - Charting data ("What", Building Block #5 C 3d pg. 12)
  - Graphing progress ("What", Building Block #5 B 3e pg. 12)
- Ensure effectiveness of interventions by:
  - Building sufficient blocks of time into the daily schedule ("What", Building Block #5 C 4a pg. 12)
  - Providing adequate space conducive to learning ("What", Building Block #5 C 4b pg. 12)
  - Ensuring that they are provided by competent, well-trained teachers ("What", Building Block #5 C 4c pg. 12)

MCCMS is or will implement: ("How" pg. 45) ("Why", 6.D.2, *Student Movement to Tier 2*, pgs. 133, 134)

- Monitor effectiveness of standard intervention protocols in place for students (based on universal screening, progress monitoring and benchmark data) ("What", Building Block #5 C 4 pg. 12)

MCCMS is or will expand its program to: ("How" pg. 45) ("Why", 6.D.2, *Student Movement to Tier 2*, pgs. 133, 134)

- Establish protocols to ensure consistent progress monitoring, data collection, and reporting
- Ensure adequate time for planning and implementing interventions
- Monitor student movement between T1 and T2
- Provide sufficient resources (time, training cost, materials and implementation of interventions)

MCCMS is or will sustain its program through: ("How" pg. 45) ("Why", 6.D.2, *Student Movement to Tier 2*, pgs. 133, 134)

- Encourage the use of technology to ensure proactive communication between students and teachers, parents and teachers, e.g., cell phones, texting, email
- Use technology to track and endure the movement of students between T1 and T2 based on response to interventions

D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly (Needs Assessment: 22% Fully Operational, 10% Operational, 41% Emergent, 26% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pgs. 46, 47) ("Why", 6.D.3, *Student Movement to Tier 3,* pg. 134)

- In addition to everything that occurs at T1 and T2, data teams (expanded to include school psych, ESOL teacher, SLP, etc.) meet to:
  - Discuss students in T3 who fail to respond to intervention ("What", Building Block #5 D 1a

pg. 12)
- Receive professional learning on Student Support Team processes and procedures as outlined in the GA DOE manual and guidance ("What", Building Block #5 D 1b pg. 12)
- Verify implementation of proven interventions ("What", Building Block #5 D 1c pg. 12)
- Ensure that interventionist has maintained fidelity to intervention protocol prior to referral ("What", Building Block #5 D 1d pg. 12)

MCCMS is or will implement: ("How" pgs. 46, 47) ("Why", 6.D.3, *Student Movement to Tier 3*, pg. 134)
- T3 SST/data teams meet at least once a month to discuss student progress based on daily interventions that include a minimum of four data points ("What", Building Block #5 D 2 pg. 12)
- T3 SST/data teams follow established protocol to determine if specific nature of ELs lack of progress (i.e., language difficulty or difference vs. disorder) ("What", Building Block #5 D 4 pg. 12)

MCCMS is or will expand its program to: ("How" pg. 46) ("Why", 6.D.3, *Student Movement to Tier 3*, pg. 134)
- Data points are documented to monitor student response to daily intervention (NOTE: 12 weeks of data collection with four data points are required prior to referral for special education if a specific learning disability is suspected)
- Ensure that T3 includes proven intervention

MCCMS is or will sustain its program through: ("How" pg. 46, 47) ("Why", 6.D.3, *Student Movement to Tier 3*, pg. 134)
- Continue to ensure that:
  - Students move into and out of T2 and T3
  - Data is used to support response to intervention
  - MCCMS and MCCSS consistently use decision-making checklist to ensure appropriate recommendations of evidence-based interventions.

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies or instructional based upon students' inability to access the CCGPS any other way (Needs Assessment: 55% Fully Operational, 25% Operational, 20% Emergent, 0% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pg. 47) ("Why", 6.D.4, *Student Movement to Tier 4,* pgs. 134, 135)
- School schedules are developed to ensure least restrictive environment (LRE) ("What", Building Block #5 E 1 pg. 12)
- Ensure that building and system administrators are familiar with funding formulas affecting students in special programming ("What", Building Block #5 E 2 pg. 13)

MCCMS is or will implement: ("How" pg. 47) ("Why", 6.D.4, *Student Movement to Tier 4*, pgs. 134, 135)
- Most highly qualified and experienced teachers support the delivery of instruction for students with the most significant needs ("What", Building Block #5 E 3 pg. 13)
- Special education, ESOL, and gifted teachers participate in professional learning communities

to ensure strict alignment with delivery of CCGPS, even in separate settings ("Why", 6D, *For ELL students in elementary grades, these strategies supplemented with more extensive recommendations will enhance the intervention efforts...,* pg. 132) ("What", Building Block #5 E 4 pg. 13)

MCCMS is or will expand its program to: ("How" pg. 47) ("Why", 6.D.4, *Student Movement to Tier 4,* pgs. 134, 135)
- Special education, EL, or gifted teachers meet, plan and discuss students' progress regularly with general education teachers ("Why", 6.D, *For ELL students in elementary grades, these strategies supplemented with more extensive recommendations will enhance the intervention efforts...,* pg. 132)
- Special Education teachers regularly participate in open houses, parent conferences and college and career planning activities

MCCMS is or will sustain it program through: ("How" pg. 47) ("Why", 6.D.4, *Student Movement to Tier 4*, pgs. 134, 135)
- Student data supports the exit of students from T4.
- A system of checks and balances ensures fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance

Building Block 6. Improved Instruction through Professional Learning

A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom (Needs Assessment: 9% Fully Operational, 25% Operational, 36% Emergent, 30% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pg. 48)
- Continue teacher preparation and training standards to include coursework in disciplinary literacy for pre-service teachers in all subject areas

MCCMS is or will implement: ("How" pg. 48)
- Provide professional learning, where necessary, for new teachers

MCCMS is or will expand its program to: ("How" pg. 48)
- Ensure that mentoring teachers are fully trained in providing instruction in disciplinary literacy

MCCMS is or will sustain its program through: ("How" pg. 48)
- Continue to monitor and support the integration of disciplinary literacy
- Provide building and system-level administrators with professional learning on the need to integrate disciplinary literacy instruction into the content areas in order to help them make informed hiring decisions

B. Action: Provide professional learning for in-service personnel (Needs Assessment: 0% Fully Operational, 38% Operational, 39% Emergent, 23% Not Addressed)

MCCMS will reinforce current practices or are planning to: ("How" pg. 48, 49)
- Schedule and protect time during the school day for teachers to collaboratively analyze data, share expertise, study the standards, plan lessons, examine student work, and reflect on practice ("What", Building Block #6 B 1 pg. 13)
- Use teacher data (surveys and interest inventories; teacher observations) as well as student data to target professional learning needs ("Why", 7.B.2, *Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement*., pg. 143)("What", Building Block #6 B 2 pg. 13)
- Provide program-specific training in intervention programs before the beginning of the year to prepare teachers and staff for implementation
- Consider the inclusion of some or all of the following in personnel in professional learning opportunities:
  - Paraprofessionals
  - Support staff
  -Interventionists
  -Substitute teachers
  -Pre-service teachers working at the school ("What", Building Block #6 B 8 pg. 13, 14)

MCCMS is or will implement: ("How" pg. 48, 49)
- Provide targeted professional learning on the CCGPS based on student and teacher needs ("What", Building Block #6 B 2 pg. 13)
- Meet in collaborative teams (include pre-service teachers currently working within the school) to support teachers in using literacy strategies effectively
- Develop a list of sites for an online professional library that includes research-based books, journals, magazines, videos, etc. that teachers can readily access for professional growth

MCCMS is or will expand its program to: ("How" pg. 48, 49)
- Revisit and revise professional learning yearly based on student mastery of CCGPS and classroom observations
- Continue program-specific professional learning each year for new and experienced teachers ("What", Building Block #6 B 3 pg. 13)
- Encourage all teachers to share information learned at professional learning sessions
- Partner experienced teachers with pre-service and beginning teachers

MCCMS is or will sustain its program through: ("How" pg. 48, 49)
- Analyze student data to evaluate effectiveness of current professional learning on student mastery of CCGPS in all subgroups
- Revisit professional learning options to utilize experts within the school to develop and support colleagues
- Ensure that new personnel receive vital professional learning from earlier years

The Needs Assessment provided by the Georgia Department of Education was given to the MCCMS staff. The survey was given to the administrative staff and media specialist; the CTAE team, Physical Education and the Fine Arts team (Connections); instructional team members and the special education teachers; and the paraprofessionals. The survey was filled out in a team setting to increase participation. Each member of our instructional staff was included in this process with 91% of staff participating.

The following chart shows the data disaggregation with the areas of greatest concern from the needs assessment:

	Fully Operational	Operational	Emergent	Not Addressed
Building Block 1. Engaged Leadership				
C. The effective use of time and personnel is leveraged through scheduling and collaborative planning. (All staff)	6%	29%	15%	50%
Administrative team				100%
Certified Staff and Para-professionals	10%	46%	24%	20%
F. The community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the CCGPS. (All Staff)		14%	15%	71%
Building Block 2. Continuity of Instruction				
A. Active collaborative school teams ensure a consistent literacy focus across the curriculum- (All Staff)	18%	22%	46%	14%
Administrative team		100%		
6th grade staff (11 – 13 year olds)		25%	33%	42%
7th grade staff and EL teacher (12 – 14 year olds)		30%	70%	
8th grade staff (13 – 15 year olds)		7%	27%	36%
Connections	100%			
Para-professionals			100%	
C. Out-of-school agencies and organizations collaborate to support literacy within the community. (All staff)		20%	22%	59%
Building Block 5: System of Tiered Intervention (RTI) for All Students				

A. Information developed from school-based data teams is used to inform RTI process – (All staff)	17%	17%	47%	19%
Administrative team				100%
Certified and Para-professionals	19%	19%	53%	9%
B. Tier 1 Instruction based upon CCGPS in grades K – 12 is provided to all students in all classrooms – (All staff)	16%	30%	52%	17%
Administrative team			100%	
6th grade staff (11 – 13 year olds)	33%	8%	17%	42%
7th grade staff, EL teacher (12 – 14 year olds)		38%	12%	50%
8th grade staff (13 – 15 year olds)	29%	36%	36%	
Connections			100%	
Para-professionals			100%	
C. Tier 2 needs-based interventions are provided for targeted students.- (All Staff)	16%	18%	43%	23%
Administrative team				100%
6th grade staff (11 – 13 year olds)		58%	42%	
7th grade staff, EL teacher (12 – 14 year olds)		30%		70%
8th grade staff (13 – 15 year olds)	29%		71%	
Connections	100%			
Para-professionals			100%	
D. In Tier 3, SST and Data Team monitor progress jointly. – (All staff)	22%	10%	41%	26%
Administrative team				100%
6th grade staff (11 – 13 year olds)		8%	50%	42%
7th grade staff, EL teacher (12 – 14 year olds)	30%			70%
8th grade staff (13 – 15 year olds)		36%	64%	
Connections	100%			
Para-professionals			100%	
Building Block 6: Improved Instruction Through Professional Learning				
A. Pre-service education prepares new teachers for literacy instruction including disciplinary literacy in the content areas. (All Staff)	9%	25%	36%	30%
B. In-service personnel participate in ongoing professional learning in		38%	39%	23%

all aspects of literacy instruction including disciplinary literacy in the content areas. (All Staff)				

At their first meeting of the year the Parent Teacher Organization and the MCCMS School Governance Council discussed the need for alignment of the literacy program with the other Morgan County schools. Concerned was expressed about programs and methods of grading that were different between MCCES, MCCMS and MCHS. Additional sources for data used in planning included teacher and parent surveys, GAPSC equity, school balanced scorecard, school improvement plan, the system strategic plan and the Analysis and Identification of Student and Teacher Data.

Areas of Concern:

Based on the Literacy Committee's review of the needs assessment data, the primary focus is the development of a consistent focus of literacy across the school, based on an effective utilization of data sources, geared to meet the individual needs of the students. Even though the primary area of concern on the needs assessment was "the community at large supports schools and teachers in the development of students who are college-and-career-ready as articulated in the CCGPS," it was determined that the continuity of instruction must be in placed before seeking the support of the community at large. Based on this analysis the following areas of concern have been identified as a first step in the implementation of the MCCMS Literacy Plan.

I.   **Continuity of Instruction (Building Block 2 – Action A-C)**

Content and connections teachers lack the understanding of how to teach, assess, and analyze all aspects of literacy instruction (Building Block 4. Best Practices in Literacy Instruction), which is a based on a consistent approach from school to school to system. Major factors which need to be addressed include:

- **transitioning** to the CCGPS (Building Block 4. Best Practices in Literacy Instruction)
  - literacy strategies with deep content knowledge (Building Block 2. A. Collaborative teams ensure a consistent literacy focus across the curriculum) (Building Block 6.B. In-service personnel participate in ongoing professional learning in all aspects of literacy instruction including disciplinary literacy in the content areas.)

- writing instruction
- text complexity
- **maximizing** use of instructional time
  - instructing teachers how to use modern media to provide highly motivating lessons
  - training staff to maintain use of standardized procedures and accurate data recording (Building Block 5. A. Information developed from school-based data teams is used to inform RTI process)
- **establishing** protocols for collaborative planning
  - literacy planning (Building Block 1.C. Time and personnel are leveraged through scheduling and collaborative planning).
  - analyzing student data/work (Building Block 3.C. Summative data is used to make programming decisions and to monitor individual student progress).
  - discussing current literacy research (Building Block 6: Improved Instruction Through Professional Learning)
  - establishing consistent school-wide (and system-wide) student expectations
  - community and feeder facility stakeholders to the literacy team (Building Block 2.C. Out-of-school agencies and organizations collaborate to support literacy)
  - evaluating current practices in all classrooms by using an observation tool (e.g., Literacy Instruction Checklist, GA or some other instrument)
- **acquiring** high-quality materials:
  - media and technology to provide digital age literacy from a variety of sources and formats
  - assessment and intervention materials aligned with students' needs
  - technology to share progress data with parents and caregivers
  - technology to assist with data collection and to support RTI.

II.   **Strengthen RTI Process (Building Block 5 – Action A-D)**

Based on the needs assessment (Building Block 5: System of Tiered Intervention (RTI) for All Students), teachers at MCMS do not have a clear understanding of the RTI process. Major factors which need to be addressed include:

- **understanding** the RTI tiers
- **implementing** the RTI process (Building Block 5: System of Tiered Intervention (RTI) for All Students)
  - becoming interventionists who diagnose and direct explicit instructional strategies to address learning difficulties, specifically in literacy (RTI Tier 2 and Tier 3)

- chart data
- graph progress
- the tenets of explicit instruction
- identifying student's instructional needs
- standardizing procedures and data recording
- ensuring students identified by screenings receive diagnostic assessment
-

III.   Professional Development (Building Block 6 – Action A-B)

All of the areas of concern will require the development of a comprehensive professional learning plan to address each of these concerns over the next five year.

Root Cause Analysis

The needs assessment did not provide any surprises in the MCCMS literacy program. The greatest area of overall concern was with the Response to Intervention (RTI) process (Tiers 1 – 3). Teachers do not have a clear understanding of the levels of RTI, nor do they understand how to manage the tiers of RTI. The staff at MCMS does a great job of assessing students; however there is a lack of understanding with what to do with the data obtained from these assessments, especially as it pertains to the RTI process. Professional learning is needed to help teachers understand, collect data for, and implement RTI. There is also a lack of programs to assist in the RTI process.

With the implementation of CCGPS, all content area teachers are now required to teach literacy within the content area. There is not currently a consistent focus of the required literacy instruction required within each content area. Lack of appropriate materials (textbooks, trade-books, and library books) that are aligned to the CCGPS is needed. The cross-curricular teaching units offered in the CCGPS require the purchase of specific trade books.

The nature of the adolescent learner as it pertains to motivation, relevancy, and ownership needs to be addressed. The school currently not using all the new and varied methods of instruction and materials needed to motivate students.   This especially includes technology that allows for creation of work and knowledge rather than for publications and tutorials.

MCCMS is committed to strengthening the RTI process, implementing CCGPS and providing professional learning to support continuous literacy development across disciplines. This grant will enable MCCMS to implement effective learning practices in an efficient and timely manner and enhance accountability.

Analysis and Identification of Student and Teacher Data

MCCMS used the analysis of the presented data along with the teacher needs assessment to develop the goals and objectives which identified in the Project Plan section.

MCCMS has over the last five years increased the percentage of students meeting/exceeding standard in reading and has slowly decreased the gap of subpopulations in the Did Not Meet category. Where reading gaps still exist and where all students need improvement is in the area of exceed. Growth in the exceed category grown stagnant for reading. Of special concern is the weak performance, particularly for minorities, special education and low SES, in areas of science and social studies which are heavily reliant on student background, vocabulary and expository reading comprehension.

CRCT by Grade Level

School Year	Subject	Grade Level	Did Not Meet	Meets	Exceeds
2012-2013	Reading	06	1.8 %	46.9 %	51.3 %
		07	1.8 %	66.3 %	31.9 %
		08	1.2 %	49.2 %	49.6 %
		Combined	1.6 %	54.8 %	43.6 %
	Science	06	25.8 %	55.5 %	18.6 %
		07	7.7 %	48.4 %	43.9 %
		08	18.9 %	61.4 %	19.7 %
		Combined	16.9 %	54.9 %	28.2 %
	Social Studies	06	16.6 %	39.6 %	43.8 %
		07	7.1 %	32.9 %	60.1 %
		08	12.1 %	35.8 %	52.1 %
		Combined	11.6 %	35.9 %	52.5 %
2011-2012	Reading	06	1.4 %	58.3 %	40.3 %
		07	4.7 %	68.1 %	27.2 %
		08	1.6 %	53.4 %	45.1 %
		Combined	2.5 %	59.9 %	37.6 %
	Science	06	20.9 %	64.5 %	14.6 %
		07	11.8 %	41.1 %	47.1 %
		08	15.4 %	60.2 %	24.4 %
		Combined	16.2 %	55.5 %	28.4 %
	Social Studies	06	20.0 %	36.8 %	43.2 %
		07	13.7 %	27.0 %	59.3 %
		08	11.0 %	38.6 %	50.4 %
		Combined	15.1 %	34.2 %	50.7 %
2010-	Reading	06	3.5 %	58.3 %	38.2 %

2011		07	3.8 %	67.3 %	28.9 %
		08	0.4 %	53.5 %	46.1 %
		Combined	**2.6 %**	**59.9 %**	**37.5 %**
	Science	06	24.1 %	51.7 %	24.1 %
		07	8.2 %	44.2 %	47.6 %
		08	21.4 %	60.5 %	18.1 %
		Combined	**17.8 %**	**51.9 %**	**30.3 %**
	Social Studies	06	19.2 %	37.9 %	42.9 %
		07	9.7 %	30.3 %	59.9 %
		08	10.5 %	46.4 %	43.1 %
		Combined	**13.1 %**	**38.0 %**	**48.8 %**

Ethnicity Data

School Year	Subject	Race / Ethnicity	Did Not Meet	Meets	Exceeds
2012-2013	Reading	Asian		11.1 %	88.9 %
		Black, Not Of Hispanic Origin	3.5 %	79.0 %	17.5 %
		Hispanic	3.0 %	72.7 %	24.2 %
		Multi-racial		82.4 %	17.6 %
		White, Not Of Hispanic Origin	0.6 %	44.3 %	55.1 %
		Two or More	7.1 %	21.4 %	71.4 %
	Science	Asian		44.4 %	55.6 %
		Black, Not Of Hispanic Origin	34.1 %	56.9 %	9.0 %
		Hispanic	23.5 %	58.8 %	17.6 %
		Multi-racial	22.2 %	55.6 %	22.2 %
		White, Not Of Hispanic Origin	9.1 %	54.3 %	36.6 %
		Two or More	18.8 %	43.8 %	37.5 %
	Social Studies	Asian			100.0 %
		Black, Not Of Hispanic Origin	22.7 %	50.2 %	27.0 %
		Hispanic	20.6 %	32.4 %	47.1 %
		Multi-racial	11.1 %	38.9 %	50.0 %
		White, Not Of Hispanic Origin	6.3 %	30.5 %	63.2 %
		Two or More	14.3 %	35.7 %	50.0 %

Students with Disabilities

School Year	Subject	Subgroup	Did Not Meet	Meets	Exceeds
2012-2013	Reading	SWD	4.9 %	85.4 %	9.8 %
		Non - SWD	1.4 %	53.0 %	45.6 %
	Science	SWD	48.5 %	42.4 %	9.1 %
		Non - SWD	14.0 %	56.0 %	30.0 %
	Social Studies	SWD	40.9 %	40.9 %	18.2 %
		Non - SWD	8.9 %	35.4 %	55.7 %

Socio-Economic Status

School Year	Subject	Subgroup	Did Not Meet	Meets	Exceeds
2012-2013	Reading	ED	2.6 %	70.9 %	26.5 %
		Non - ED	0.8 %	38.5 %	60.7 %
	Science	ED	26.3 %	60.1 %	13.6 %
		Non - ED	7.3 %	49.5 %	43.2 %
	Social Studies	ED	18.0 %	47.8 %	34.2 %
		Non - ED	5.0 %	23.4 %	71.6 %
2011-2012	Reading	ED	3.8 %	74.9 %	21.4 %
		Non - ED	1.3 %	44.6 %	54.1 %
	Science	ED	25.2 %	60.4 %	14.3 %
		Non - ED	6.6 %	50.3 %	43.1 %
	Social Studies	ED	23.7 %	43.2 %	33.2 %
		Non - ED	6.1 %	24.7 %	69.1 %

Measure of Academic Progress (MAP) Fall 2013 Data

MAP is our new normed referenced formative assessment tool administered 3x annually. Overall, approximately 65% are on target on their reading ability as measured by the MAP.

		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	Grade	count	%	count	%	count	%	count	%	count	%
Total	6	32	13%	43	18%	73	30%	58	24%	39	16%

	7	37	16%	43	19%	61	27%	58	25%	29	13%
	8	28	10%	71	25%	74	26%	66	24%	41	15%

MAP disaggregated by ethnicity. The data indicates major differences between ethnic groups, especially, for African-American students who are over twice as likely to be low or low-average on the MAP testing.

Grade	Ethnicity	Lo	LoAvg	Avg or above
6	Black	24%	29%	47%
7	Black	22%	33%	45%
8	Black	21%	38%	41%
6	White	9%	14%	77%
7	White	14%	13%	73%
8	White	17%	20%	73%
6	Other	8.5%	9%	82.5%
7	Other	25.5%	30%	44.5%
8	Other	3.5%	32.5%	64%

Georgia Middle Grades Writing Assessment

Over the last 5 years, MCCMS has increased the overall percentage of eighth grade students who meet or exceed the state standard on the writing assessment. Gaps remain in achievement among economically disadvantaged, disabled, and ethnic groups.

School Year	Grade Level	Did Not Meet	Meets	Exceeds
2012-2013	Combined	7.40%	79.50%	13.20%
	SWD	34.80%	65.20%	-
	Non-SWD	4.70%	80.90%	14.50%
	ED	12.20%	78.90%	8.90%
	Non-ED	3.00%	80.00%	17.00%
	White	4.40%	78.50%	17.10%
	African-American	14.30%	79.20%	6.50%
	Hispanic	10.00%	80.00%	10.00%

2011-2012	Combined	3.60%	88.40%	8.00%
	SWD	28.60%	71.40%	
	Non-SWD	1.30%	89.90%	8.80%
	ED	5.50%	93.00%	1.60%
	Non-ED	1.70%	83.50%	14.90%
	White	2.40%	87.80%	9.80%
	African-American	7.10%	87.10%	5.70%
	Hispanic	-	100.00%	-
2010-2011	Combined	10.40%	84.40%	5.20%
	SWD	48.00%	52.00%	-
	Non-SWD	6.20%	88.00%	5.80%
	ED	13.00%	84.30%	2.80%
	Non-ED	8.50%	84.50%	7.00%
	White	8.60%	85.10%	6.30%
	African-American	13.30%	86.70%	
	Hispanic	28.60%	71.40%	

Teaching Force

		Administrator Counts	Paraprofessional Counts	Teacher Counts
Personnel	**Full-time**	3	12	55
Gender	**Male**	0	1	7
	Female	3	11	48
Race	**Black**	1	2	7
	White	2	10	46
	Hispanic	0	0	1
	Asian	0	0	0
	Multiracial	0	0	1

Certificate Type %	Level 4	23.30%
	Level 5	55%
	Level 6	21.70%
	Level 7	0%

Years' Experience %		
	3 or <	7%
	4 to 19	80%
	> 20	13%
Average Years' Experience	12.4	
Retention Rate	94%	

The School, along with the entire school system, has developed SMART goals which address specific needs for achievement growth by subgroups. All professional learning will be related to the achievement of these SMART goals.

Morgan County Charter Middle School is committed to the implementation of a plan to address the areas of concern identified through the needs assessment and student achievement deficiencies, supported by a comprehensive system of professional development.

1. **Continuity of Instruction (Building Block 2)**

Goals
1. All content and connections teacher will develop an understanding of how to teach, assess, and analyze all aspects of literacy instruction (Building Block 4) using CCGPS as core curriculum (Tier 1).
Objectives

1. 100% of all content and connections teachers will transition to CCGPS
   a. Teaching strategies to develop deep content knowledge
   b. Writing instruction
   c. Text complexity
   d. Strategies to build vocabulary and comprehension
   e. Continue to provide 2-4 hours of literacy instruction through the content areas (*"What", Building Block #1 C 2, pg.6) ("Why", 3.C.1. 10. Extended time for literacy, which includes approximately two to four hours of literacy instruction…, pg. 67*)

2. 100% of all content and connections teachers will maximize use of instructional time
   a. Using modern media to support instruction in the classroom
   b. Using standardized procedures and accurate data recording

3. 100% of all content and connections teachers will follow established protocols for collaborative planning
   a. Use protocol for literacy planning within and across disciplines
   b. Use protocol for analyzing student data/work
   c. Based decisions on current literacy research and best practices
   d. Adhere to consistent school-wide (& system-wide student exceptions for learning (*"What" – Building Block #2 – Continuity of Instruction*)
   e. Use a standardized observation tool for providing feedback to teachers and administrators on successful implementation of literacy instruction (*"What" Building Block #1-Engaged Leadership; "Why", 6D, Teacher's Practices, pg. 131-135*)
   f. Use feedback from community and feeder/receiving schools related to adjust needed in literacy instruction.

4. Purchase appropriate and high-quality materials to support literacy instruction and learning.
   a. Media and technology for digital age literacy instruction
   b. Interventional materials to support differentiated instruction
   c. Technology to share progress data among several different audiences
   d. Technology for effective data collection and analysis.
   e. Print/electronic books to match CCGPS (class and small group sets)

II. Strengthening RTI (Response to Intervention) – (Building Block 5)

Goals
1. All content and connections teachers will use the RTI process to provide students with appropriate interventions needed to be successful within the CCGPS curriculum.
Objectives:

1. 100% of all content and connections teachers will understand the four-tier RTI model used at MCCMS.
   a. Tier 1 – Standards based classroom to include differentiation and reteaching/retesting as needed.
   b. Tier 2 – Small group skill remediation in Reading/Language Arts and/or Math as determined by MAP data and classroom performance.
   c. Tier 3 – Individualized behavior/instructional plan (SST plan) to address needs not met in Tier 2 determined by progress monitoring.
   d. Tier 4 – Referral to special education, gifted, ELL or 504 services determined by results of Tier 3 interventions.

2. 100% of all content and connections teachers will become interventionists based on the RTI model to effectively implement the RTI process.
   a. Adhere to the tenets of explicit instruction
   b. Use information from school-based data teams
   c. Use standardized procedures and data recording including data charts and graphs
   d. Use screening instruments and diagnostic assessments to diagnose learning difficulties (such as Comprehensive Reading Inventory –CRI, cloze test, universal screener – MAP testing.)

Procedures:

MCCMS will provide professional learning for all staff in two ways. In-service days over the summer will help teachers establish literacy expectations prior to the school year. After the school year begins, professional learning will occur after school and during planning. MCCSS will continue to provide a consultant, who regularly reports to the superintendent, to support system-wide literacy instruction application within the classroom pending continued availability of funds.

Administrators, counselors, team leaders and committee leaders will work to establish clear protocols to clarify and streamline procedures. They will also work to ensure that MCCMS vertically aligns with assessments and procedures at MCCES and MCHS. ("Why", 4F, *Ensuring Alignment and Improving Transitions,* pgs. 91 – 94)

Morgan County Charter School System has always been on the cutting edge of providing and using new technologies. However, during the current economic situation, this has proven harder to maintain. Technology which will assist with data collection and support RTI (assessment and intervention) needs to be purchased. New technologies need to be examined

and enhanced. Students need the ability to independently access technology from a variety of sources and formats to increase learning, knowledge, relevancy and creativity. There is a need for technology to share student progress with parents and caregivers in a user-friendly format. ("Why", 2I, *The Role of Technology in the Classroom*, pgs. 56 – 58) ("Why", 5A, *Assessment Plan for Literacy*, pg. 95-104)

Current Schedule of Classes and Support

- Provides for 90 minutes minimum of literacy instruction and 2 – 4 hours through the content areas.
- Tier I- All students receive standards-based, differentiated instruction in general education classrooms. Curriculum-based assessments are given frequently and are monitored over time.
- Tier II- Students not successful at Tier I are identified through use of MAP testing, CRI, and Cloze. Students in Tier II receive math and reading small group differentiated instruction during Literacy First.
- Tier III – Students not successful at Tier II receive individualized instruction in language arts and math during Literacy First through the use of Compass.
- Tier IV - Students at Tier IV meet eligibility requirements for special and gifted education, and 504-plan students receive services throughout the school day. EL students receive services during Literacy First.
- Homework help is provided before school 3 days a week. Small group and individual tutoring is provided through Lunch and Learn.

	Home-room 7:50 – 8:10 am	Literacy First 8:10 – 9:00 am	Content classes last 60 minutes and connections classes last 45 minutes.							Bus Dismissal: 3:15 – 3:45 pm Students pulled for reteaching
6th			1st period	2nd period	Lunch 11:00 – 11:45 (Lunch & Learn)	3rd period	4th period	1st Connections	2nd Connections	
7th			1st Connections	2nd Connections	1st period	Lunch 11:45 – 12:30 (Lunch & Learn)	2nd period	3rd period	4th period	
8th			1st period	2nd period	1st Connections	2nd Connections	Lunch 12:30 – 1:15 (Lunch & Learn)	3rd period	4th period	

Literacy Assessment Protocol

Morgan County Charter Middle School understands that achievement of our goals of continuity of instruction and appropriate RTI interventions requires having reliable data which drives instruction for our students. Ongoing, multiple measures of assessment for reading and language arts are critical to student achievement. Currently, three school-level reading assessments, the Cooter, Flynt, and Cooper Comprehensive Reading Inventory (CRI), the Measure of Academic Progress (MAP) and the CLOZE are administered in the fall, winter, and spring to students for diagnostic purposes, monitoring of progress and to plan for instruction. A universal screener for measuring fluency is administered within the same assessment windows.

Using the state-issued testing windows, the CRCT and the Georgia 8th Grade Writing Test are administered to measure how well students acquire the skills and knowledge described in the state adopted curriculum (CCGPS) in reading and English/language arts, and mathematics and the GPS in science and social studies.

The chart below compares the current assessments and the SRCL required assessments with the decision made by the reading committee related to continuing or discontinuing the assessment as part of a finalized assessment protocol.

Current Assessments	SRCL Required Assessments	Description	Continue/ Discontinue
CRI		Cooter, Flynt, and Cooter Comprehensive Reading Inventory (CRI) diagnostic, progress monitoring	Discontinue
Universal Screener for Fluency		Measures fluency (words read per minute)	Continue
CLOZE		Diagnostic testing to determine	Continue

		students' vocabulary, critical and analytical thinking skills and knowledge of a subject	
MAP		Measure of Academic Progress – data includes lexile range, comparative district data, and the normal grade level mean (for RTI).	Continue
	SRI	Scholastic Reading Inventory -provides immediate data on students' reading levels and growth over time.	Implement
CRCT	CRCT	State-required testing – summative measure of skills and knowledge related to CCGPS	Continue
Georgia 8th Grade Writing Test			Continue
Mock Writing Test		Diagnostic measure for state-required 8th Grade Writing Test	Continue

After reviewing this chart of current assessments and SRCL required assessments, the reading committee has finalized the assessment protocol as follows:

Assessment	When Administered	Setting/By Whom Administered	Who analyzes the Data
MAP: Reading, Language Arts and Math	Beginning, middle and end of year with each grade level testing at 8:10 AM one day a week for 3 weeks.	Homeroom teachers in classrooms, computer labs, and media center	Administrators, teachers in teams, grade levels and in content groups, and the High Performance Professional Learning Community (HPPLC)

CLOZE	Beginning, middle and end of year during a three week testing window. Only administered during Literacy First.	Reading teacher in classroom	Reading teachers and grade level teams
SRI	Beginning, middle and end of year during a three week testing window. Only administered during Literacy First.	Reading teacher in classroom or computer lab	Administrators, HPPLC and reading teachers
Universal Screener for Fluency	Beginning, middle and end of year during a three week testing window. Only administered during Literacy First.	Reading teacher in classroom	Administrators, HPPLC and reading teachers
CRCT	Spring	In classroom, small group, and individual settings	Administrators, teachers in teams, grade levels and in content groups, HPPLC
Mock Writing Assessment*	May	Homeroom classroom	Language Arts teachers and grade level teams
Georgia 8th Grade Writing Test	January	Homeroom classroom	Administrators, HPPLC, Language Arts teachers and grade level teams

*3rd and 5th grade students also participate in the state assessment which provides vertical alignment with writing literacy 3-8th grades. It will provide teachers with writing literacy data not provided by other test in grades 6 and 7.

Professional Learning Needs: SRI is one of the measures new to the MCCMS assessment protocol. This test has been used prior to this school year so teachers employed before 2013-14 school year have been trained. Professional learning for new teachers would be organized and veteran teachers would be involved in a refresher course. All teachers would be provided

training and support about the uses of SRI beyond lexile levels. Language Arts teachers would need professional learning on how to administer and use data from the other new measure: the Mock Writing Assessment.

Professional development for _all_ literacy teachers and leaders will enable better implementation of new CCSS and help bridge gaps between schools in assessment and instructional practices for reading and writing to ensure readiness for high school. The grant can provide release time for teachers to not only develop best practices, but to truly become data driven decision makers

Use of Data:

Fall assessment data guides teachers in establishing the instructional level for all students and arrange groupings for guided reading. Initially, identified students requiring more focused levels of intervention will begin the RTI process in tiers 2 - 4. Winter assessments allow teachers to verify effectiveness of instructional practices, determine need for adjustment in instructional groupings, and measure adequate growth of individual students. The goal of MCCMS is to move students to more increasingly difficult text as rapidly as they are able. Because of new information gathered with each assessment, teachers should be able to continually adjust instruction for groups as well as individuals. Spring assessments are summative in nature and are used as a comparison for testing at the beginning of the next school year.

Presentation of Data:

- **Students and Parents**: Due to the addition of MAP testing K-12 MCCSS is able to track each student's reading data consistently through school. At MCCMS data is kept on individuals in portfolios and is made available to parents through fall parent conferences and upon request throughout the year. Teachers, parents and students review data and set goals for the coming year. Students and parents can also track progress through the use of Infinite Campus.

- **Stakeholders**: Administrators and teacher leaders review data from the CRCT and MAP, as well as, through Georgia Leadership Institute for School Improvement (GLISI). The High Performance Professional Learning Community (HPPLC) is composed of administrators and teacher leaders who are in the first year of a three-year training with GLISI to improve our ability to sustain a performance culture. The data analysis and other school improvement protocols we are learning will help us strengthen the K-12 vertical alignment of our literacy program. Comparisons between the school level data with the CRCT results ensure that progress throughout the year is predictive and reflective of what students should know, understand and be able to do. This data is helps make determinations about effectiveness of programs and interventions. MAP (along with Compass) data identifies students who need Tier 2 and Tier 3 interventions.

Resources and Materials

Resources needed to implement literacy plan	I. Continuity of Instruction (Building Blocks 1, 2, and 4) – All content and connections teachers will develop an understanding of how to teach, assess, and analyze all aspects of literacy instruction using CCGPS as core curriculum (Tier 1).
	
	Materials/Programs Needed:
	• Training of teachers (teacher stipends)
	    Year 1, 60 teachers @ $1000.00 = $60,000
	    Year 2 & 3, 60 teachers @ $500.00 = $60,000
	• Training of teachers (consultation fee)
	    Year 1, consultant and trainer fees $50,000
	    Year 2 & 3, consultant and trainer fees $100,000
	• Substitute pay for teacher training and time for disaggregation of data
	    Year 1, 60 subs for 8 days @ $60.00 per day=$28,800
	    Year 2 & 3, 60 subs for 5 days @ $60.00 per day=$36,000
	• Materials to support teacher training $8000.00
	• Travel expenses (registration fees, hotels, mileage/travel) for conferences, observations of effective literacy programs, workshops, trainings outside LEA $10,000.00
	• Computers and maintenance
	    36 netbooks @$700.00 = $25,200
	    2 carts @$1300.00 = $2600.00
	• Literacy Support –
	    Media Center Books - $25,000
	    Trade Books - $20,000
	    Miscellaneous - $5,000
	• Administrative Fees (to supplement teacher training materials and assessments)
	
	II. Strengthening RTI (Response to Intervention – Building Block 5) – All content and connections teachers will use the RTI process to provide students with appropriate interventions needed to be successful within the CCGPS curriculum
	
	Materials/Programs Needed:
	• Technology Programs for Literacy and Assessment
	    Assessment Program - $15,000 (program and support)
	    Prescriptive Software for personalized learning - $50,000 (program and support)

	• Literacy Assessment Kits –
	   Kits 9 @ $325.00 = $2925.00
	• UGA Mock Writing Test
	   5 years @ $3,000.00
	• Personalized Writing Program - $12,000 (5 years)

Shared resources among the schools in MCCSS	All students in the MCCSS take the MAP test and have access to Compass learning. The media specialists in the MCCSS share books and resources with teachers and students that are not available at another school. This includes library books, professional books, trade book sets, professional magazines and textbooks. They also share any equipment (cameras, video cameras, sound equipment, etc.) that meets the needs of others.
MCCMS media center resources	• Destiny – provides access to digital content and tools to help students and teachers find, share and use resources. Destiny is available with internet access at all schools and to all students in the MCCSS. • 7586 non-fiction books • 6003 fiction books • 9755 trade books (in sets) • 645 picture books • 527 professional books • 326 reference books • 9 student magazine subscriptions (available for checkout) • 11 professional magazine subscriptions • 11,067 textbooks (63 titles) (checkout through media center) • 12 student computers • 23 computers in computer lab (not in the media center, but the media center schedules and maintains) • 6 cameras for teacher and student use • 15 video cameras for teacher and student use • 1 overhead projector with screen for instruction • 9 CD players • 5 flash-drives for student checkout • 46 Listening centers • 2 overheads • Vbrick – video streaming. Many videos are connected to Destiny and students can view them at school or at home. • 18 computer carts with 10 netbooks each (The media center maintains the cart calendar and jointly houses carts with some classrooms. All teachers have access to the carts.)
MCCMS classroom resources	• 5 student computers • Smart board

	• Teacher laptop that has docking station connected to smart board • Classroom library • Access to video library through vbrick • Access to class sets of books
MCCMS student resources	• All students have internet access , email, access to the card catalog at school and at home (if they have internet access at home) • The media center is open from 7:45 until 3:45 to check out books, use computers, etc.

Strategies

Activities that support literacy intervention programs	• Students are assessed in reading three times each year.
	  - Universal Screener (K-8)
	  - Measure of Academic Progress - MAP(K-12)
	  - CRCT (3-8)
	  - Cloze (6-8)
	  - Comprehensive Reading Inventory – CRI (6-8)
	• Students change classes and/or groups based on the results of their reading assessments to ensure they are receiving on-ability-level instruction
	• Compass learning provides individualized, differentiated instruction.
	• Small group learning for RTI Tier 2 and 3 students during Literacy First.

Activities that support classroom practice	• Lunch and Learn: One teacher on each team provides time during lunch where students eat their lunch in the classroom while getting extra help in a subject. • Teachers meet with students during bus arrival and dismissal for additional tutoring.
Additional strategies to support student success	• Currently each grade level has 1 book per nine-week period to read as an on-level themed book aligned to the CCGPS during Language Arts. • All students receive reading instruction in five critical areas: guided reading, vocabulary development, independent reading, reading strategy instruction and reading through technology. - One day a week the teacher conducts a whole-class lesson on a particular reading strategy, ex. main idea, cause and effect, etc. Students participate and complete center focused reading lessons two of the remaining days.

	- The teacher works with the guided reading group(s) while other students work independently in centers. During guided reading the teacher uses a set of Lexile leveled books chosen from the bookroom. - Available paraprofessionals manage center groups or small groups. • Weekly vocabulary lessons are designed for whole group or independent instruction.
Additional strategies needed to support student success	• Programs in addition to MAP and compass learning that provide small group and individualized instruction to support RTI. • Strategies in critical thinking including analysis, synthesis and evaluation • Explicit instructional strategies to build students vocabulary, comprehension, and writing skills within each subject area. • Clear protocols to follow when the need for intervention is evident • Clear protocols in the disaggregation of data

Justification of Technology

Technology
- Connections classrooms do not have a netbook cart so they must currently borrow from another team. This would provide more access and equity for all Literacy First classrooms.
- Additional netbooks in each cart would keep some students from having to share in large classes and would allow for replacement of broken netbooks.
- An assessment program connected to personalized lessons for students helps determine who needs Tier 2 and 3 intervention as well as directs lessons to meet the specific needs of students.
- Literacy Assessment Kits would provide teacher directed identification and lessons for Tier 2, 3 and 4 students.
- The Mock Writing Test provides Tier 1 and 2 assessment
- A personalized writing program will provide additional support for all tiers of instruction.

Use of SRCLG Funds and Other Funding Sources

Materials/Resources Needed	SRCL Funds	Other Funding Sources
Training of Teachers	Stipends, consultation fees, sub pay, materials, travel expense	All State, Federal, Local funds allocated for professional development will also be

		utilized.
Computers and maintenance	Purchase of computers, licensing fees, etc.	Local technology staff, funded by state, and local funding will coordinate installation and maintenance of technology. ELOST already assigned for computer purchases, licensing will be used as allocated
Literacy Support	Purchase of literacy materials which support the CCGPS	SRCL funds will be coordinated with all existing State, local and federal funding directed toward these types of expenditures
Assessment Material	Purchase of assessment material needed to complete the assessment protocol as outlined in the proposal	All existing State, local and Federal funds allocated to these types of expenditures will be coordinated with SRCL funds.

All SRCL funds will be supervised by the assistant principal in charge of Literacy First and Language Arts.

Professional Learning Strategies Identified on the Basis of Documented Needs

Ongoing Professional Learning Activities
Second Semester 2012/2013 – First Semester 2013/ 2014

Language Arts PL Opportunities	Participants	Percent of Staff*
• Literacy Design Collaborative	Language Arts Chair and teacher, Science teacher, Connections teacher, Social Studies teacher	9%
• CCSS Unit Revision	6th, 7th, 8th grade LA teacher	5%
• K-12 Collaborative	Language Arts Chair, 2 7th grade LA teachers	5%
• Writing 2.0: Bringing Writing into the Digital Age	Language Arts Chair, 2 6th grade teachers, 1 8th grade teacher, 1 Special Education teacher	9%
Math PL Opportunities	**Participants**	**Percent of Staff**
• GCTM Rock Eagle	1 7th grade, 3 6th grade Math teachers	7%
Science PL Opportunities	**Participants**	**Percent of Staff**
• RESA- Data Dig	6th, 7th and 8th Science and Social Studies chairs.	11%
Social Studies PL Opportunities	**Participants**	**Percent of Staff**
• Economics in Transition- Africa, Asia, Europe, and Middle East	2 6th grade Social Studies teachers, 6 7th grade Social Studies teachers	15%
• Virtual Economics	3 7th grade Social Studies teachers	5%
• Georgia Council for Social Studies Annual Conference	1 7th grade Social Studies teacher and 3 8th grade Social Studies teachers	7%
Special Education PL Opportunities	**Participants**	**Percent of Staff**

	Participants	Percent of Staff
• Paraprofessional Training: Everything you've wanted to know about Special Education but were afraid to ask.	7 Paraprofessionals	N/A
• GAEL- Georgia Association of Educational Leaders	2 Special Education teachers	4%
Other PL Opportunities	**Participants**	**Percent of Staff**
• Webinars for the CCGPS	100% of Staff	100%
• ComplianceDirector.org -Reporting Sexual Misconduct -Code of Ethics for Educators -Blood borne Pathogens -Awareness Walks -FERPA -Mandated Reporting -Copyright for Schools -Parental Rights -Human Sex Trafficking -Ethical Use of Social Media	100% of Staff including paraprofessionals, office staff and janitors	100%
• MAP Reporting	All Administrators, Media Specialist and Teachers	100%
• RTI- SSTAGE	1 Assistant Principal and 1 Special Education teacher	2%
• MAP & COMPASS Team	1 Assistant Principal, Math Chair, Technology Specialist, a 6th and 8th grade teachers	5%
• HHPLC Team- Sue Holt & Jean Triplett- GLISI	Principal, 2 Assistant Principals, Media Specialist, 1 Counselor, Science chairs, Social Studies chair, Language Arts chair, Math chair, 1 Connections teacher, 1 6th grade teacher	13%
• GLISI Training	1 Assistant Principal and Math Chair	2%

Technology PL Opportunity	Participants	Percent of Staff
• GaETC- Georgia Educational Technology Consortium	1 8th grade LA teacher	2%
• Infinite Campus Training	1 Assistant Principal and 1 Secretary	N/A
• LTF/STEM/NMSI Redelivery	3 8th grade Science teachers, Math chair, 1 paraprofessional	7%
Connections PL Opportunity	**Participants**	**Percent of Staff**
• International Thespian Conference	Drama teacher	2%
• GA Art Education Association Conference	Art Teacher	2%
New Teacher PL Opportunity	**Participants**	**Percent of Staff**
• The Strategic Plan/Balanced Scorecard	All new teachers to Morgan County Charter Middle School 2012 – 2 teachers	4%
• Exemplary Teaching: Differentiated Classrooms		4%
• State Assessments		4%
• Exemplary Teaching: Academic Success Strategies		4%
• System-Wide Orientation		11%
• School Safety Plans, Nurse Program, and Social Work Program	All new teachers to Morgan County Charter Middle School 2013 – 6 teachers	11%
• ESOL Program, Gifted Program, Other Special Programs at each School		11%
• Special Education, Section 504, Student Achievement Pyramid of Interventions		11%

• Exemplary Teaching, Co-Teaching Classroom		11%
Leadership PL Opportunities	**Participants**	**Percent of Staff**
• GLISI	1 Assistant Principal, Math chair	2%
• Georgia School Counselor Association Annual Conference	2 Counselors	N/A
• GSSA Fall Planning, Funding, and Budgeting Institute- GAEL	Principal	N/A
• GAEL Fall Legal Conference	Principal, 2 Assistant Principals	N/A

*Only teachers. Percent does not include Administration, Counselors, Paraprofessionals, etc.

Striving Reader Professional Learning Plan

Goal: Continuity of Instruction: All content and connections teaches will develop an understanding of how to teach, assess, and analyze all aspects of literacy instruction using CCGPS as core curriculum.

Objectives	Professional Learning Topics	Measuring Effectiveness
All content and connections teachers will transition to CCGPS	• Teaching strategies to develop deep content knowledge • Writing instruction • Text complexity • Strategies to build vocabulary and comprehension	• Submission of units, assessments, and lesson plans (Eduphoria) • Awareness walks for observation of implementation • Informal observations by colleagues • Results of teacher surveys for professional development • Administrators/Teachers using gained, researched, and proven best practices and strategies to inform decision making and improve student achievement

		• Participant redelivery of professional learning obtained during content department meetings and PL Mondays and through Edmodo
All content and connections teachers will maximize use of instructional time	• Using modern media to support instruction in the classroom • Using standardized procedures and accurate data recording	

Goal 2: Strengthening RTI (Response to Intervention): All content and connections teachers will sue the RTI process to provide students with appropriate interventions needed to be successful within the CCGPS curriculum.

Objectives	Professional Learning Topics	Measuring Effectiveness
All content and connections teachers will understand the four-tier RTI model used at MCCMS.	• Tier 1 – Standards based classroom to include differentiation and reteaching/retesting as needed. • Tier 2 – Small group skill remediation in Reading/Language Arts and/or Math as determined by MAP data and classroom performance. • Tier 3 – Individualized behavior/instructional plan (SST plan) to address needs not met in Tier 2 determined by progress monitoring. • Tier 4 – Referral to special education, gifted, ELL or 504 services determined by results of Tier 3 interventions.	• Observation of student work • Results of student perception surveys • Results of student data {benchmarks, content assessments, CRCT, 21st Century Skills, MAP. Follow-Up Activities to Ensure Successful Implementation. • Participant redelivery of professional learning obtained during content department meetings and PL Mondays and through Edmodo.
All content and connections teachers will become interventionists based on the RTI model to effectively implement the RTI process.	• Adhere to the tenets of explicit instruction • Using information from school-based data teams • Using standardized procedures and data recording including data charts and graphs • Using screening instruments and diagnostic assessments to diagnose learning difficulties (such as Comprehensive Reading Inventory –CRI, cloze test, universal screener – MAP testing.)	

Assessment Protocols

Reading assessments (MAP, Cloze, US, and SRI) will continue to be given for an indefinite period. MCCSS purchased MAP K-12 in the spring of 2013 and the results of longitudinal data will assist in planning new strategies to meet the needs of all students, especially RTI students. The Mock Writing Test scored by the University of Georgia will continue to be given as long as funds are available. Formative and summative assessments provided by the classroom teacher will continue and evolve indefinitely.   Protocols will be established for assessing for RTI and desegregating data for instruction. These protocols will extend beyond the SRCL grant.

Community Partnerships and Funding

MCCMS has several community partners.   The principal at MCCMS will assign a staff member to maintain current partners, as well as to solicit partnerships from additional businesses. A packet of information about MCCMS will be developed that can be given to current and potential new partners.   The principal will assign an additional staff member to research new grants and explore other sources of revenue.

The administrative team and/or the media specialist will determine the most effective way to replace print materials as needed. MCCSS budgeted funds will be used and fundraisers (book fair, spaghetti dinner night) will be used as needed.

Maintaining Technology

MCCSS prides itself on purchasing and maintaining innovative technology. This has been difficult during the current economic climate; however, the school system is committed to maintaining all existing technology which is proven to increase student performance and teacher effectiveness. MCCSS will continue to pursue avenues to supplement its current technology budget.

Professional Learning

Professional learning provided by a teaching consultant (unless specifically forbidden by the provider) will be videotaped for all teachers allowing them to re-watch for greater understanding. Teach-the-Teacher will be another method of sustaining professional learning over time. Teachers within subject areas will plan together to implement adopted literacy instruction. Teachers will meet to debrief on the progress of lessons, protocols, evaluations and assessments to plan necessary changes and monitor student progress. Scheduled times for instructional planning, as well as for student progress monitoring horizontally and vertically within grade levels will occur. Time will be built into the school calendar for teachers to desegregate data and to plan lessons/activities to meet students' needs. The data analysis and

other school improvement protocols determined by GLISI and HPPLC will help us strengthen the K-12 vertical alignment of our literacy program.   As a result of this grant, teachers will develop and operate within a professional learning community; studying literacy research and best practices, sharing professional resources among faculty, facilitating discussion and training team leaders as facilitators to sustain professional learning.

New teachers will be required to watch current instructional practice videos each August. Clarification will be provided during new-teacher induction or pre-planning. Each new teacher has a mentor teacher who will be available for consultation. Teach-the-teacher sessions will be organized for re-teaching or for further clarification.

Expanding Lessons Learned

MCCSS purchased Eduphoria in 2012, creating a district bank of exemplary lessons that correlate to the CCGPS and can be edited and added to from year to year through collaborative team planning. Teachers will expand their plans as they fine tune lessons with what is effective and eliminate what is unproductive.

The storage of lesson plans, along with the training tapes, provides a toolbox of materials which teachers can use on their own or as part of their collaborative efforts with other teachers, within the established professional learning community.   Teachers, trained to Teach-the-teacher, will be to access this toolbox to support new teachers and share with other schools/school systems.

Budget requests are focused on supporting professional learning, expanding technology, and literacy support material development based on the goals and objectives outlined in MCCMS's Literacy Plan.

The cost to move our Literacy Plan forward is outlined in the budget summary below:

Professional Learning and Literacy Support	

Training of teachers (consultation fee)
    Year 1, consultant and trainer fees $50,000
    Year 2, consultant and trainer fees $50,000
    Year 3, consultant and trainer fees $50,000
	$150,000.00

Training of teachers (teacher stipends)
    Year 1,   60 teachers @ $1000.00 = $60,000
    Year 2,   60 teachers @ $500.00 = $30,000
    Year 3,   60 teachers @ $500.00 = $30,000
	$120,000.00

Substitute pay for teacher training and time for disaggregation of data
    Year 1, 60 subs for 8 days @ $60.00 per day=$28,800
    Year 2, 60 subs for 5 days @ $60.00 per day=$18,000
    Year 3, 60 subs for 5 days @ $60.00 per day=$18,000
	$64,800.00

Materials to support teacher training $8000.00	$8,000.00
Travel expenses (registration fees, hotels, mileage/travel) for conferences, observations of effective literacy programs, workshops, trainings outside LEA	$10,000.00
Administrative Fees (to supplement teacher training materials and assessments)	$8,000.00

Literacy Support –
    Media Center Books(over 5 years) - $25,000
    Trade Books - $20,000
    Miscellaneous - $5,000
	$50,000.00

UGA Mock Writing Test 5 years @ $3,000.00	$15,000.00
Personalized Writing Program (5 years)	$12,000.00
Strengthening Response to Intervention Process	

Technology Programs for RTI, Literacy and Assessment
    Assessment Program - $15,000 (program and support)
    Prescriptive Software for personalized learning - $50,000 (program
    and support)
	$65,000.00

Computers and maintenance 36 netbooks @$700.00 = $25,200 2 Carts @$1300.00	$27,800.00
Literacy Assessment Kits – Kits 9 @ $325.00 = $2925.00	$2,925.00
Total	$533,525.000

The MCCMS budget reflects two of the major needs from the Needs Assessment (as identified by more than 60% Emergent and Not Addressed), professional learning and technology to support the Response to Intervention process. Teachers and administrators will develop an understanding of how to teach, assess, and analyze all aspects of literacy instruction using CCGPS as core curriculum. Teachers will use the RTI process to provide students with appropriate interventions needed to be successful within the CCGPS curriculum.

Engaged leadership and community support were also areas of concern. The professional learning will be the change agent within the staff and the administrative team to increase the focus on time needed to plan and execute an effective literacy program. As a more effective literacy program is developed at MCCMS, community leaders will be asked to join in to support this effort.

The SRLG budget will be managed by an MCCMS administrator in charge of supervising the grant.