

GEORGIA DEPARTMENT OF EDUCATION
Striving Readers Comprehensive Literacy
Program
LEA Grant Application
System Cover Sheet.

Please return to: Georgia Dept. of Education Attn: 205 Jessie Hill Jr. Dr 1758 Twin Towers East Atlanta, GA 30344		DOE Use Only Date and Time Received:	DOE Use Only: Received By:
Name of Applicant: Cartersville City Schools		Project Number: (DOE Assigned)	
Total Grant Request: \$2,500,000		System Contact Information:	
		Name: J. Howard Hinesley, Ed.D	Position: Superintendent
Number of schools		Phone:	Fax:
in system: 5	applying: 5	 770-382-5880	 770-387-7476
Congressional District: 7th		Email: hhinesley@cartersville.k12.ga.us	

Sub-grant Status

Large District (45,000 or more students)

Mid-Sized District (10,000 to 44,999 students)

Small District (0-9,999 students)

Check the one category that best describes your official fiscal agency:

GEORGIA DEPARTMENT OF EDUCATION

Striving Readers Comprehensive Literacy Grant

School and Center Cover Sheet

DOE Use Only Date and Time Received:		DOE Use Only: Received By:	DOE Use Only: Project Number
School Name: Cartersville Middle School		Total Grant Request: \$500,000	
System: Cartersville City Schools		School Contact Information:	
		Name: Jeff Hogan	Position: Principal
Number of Students		Phone Number: 770-382-3666	Fax Number: 770-387-7495
	938	Email Address: jhogan@cartersville.k12.ga.us	
Number of Teachers			
	61		
Free/Reduced Lunch %	54.85%		
Principal's Name: Jeff Hogan		Other Reform Efforts in School: System Charter awarded by the State Board of Education	
		Principal's Signature: 	

Introduction and History of Cartersville City Schools

The Cartersville City School System (CCS) has a 120-year tradition of excellence in education. Our rich heritage is founded upon our open relationship with the community that has provided a strong framework of support for continued success and improvement. High expectations, strong community support, and a genuine commitment to educate each and every student have been trademarks of this highly respected school system.

As a charter school system, Cartersville prides itself in being a recognized leader in education. Four of our schools have been recognized as a Georgia School of Excellence. This is made possible by our devoted staff that is dedicated to providing a sound and enriching curriculum, challenging and engaging content, and a support system of success for young people.

"A Tradition of Excellence - Making It Personal" is not just a theme for the school system; it is a commitment to ensure the success of all students. From academic performance, to athletic pursuits, to exemplary programs in art and music, Cartersville seeks to provide a well-rounded, well-balanced educational experience for all students. Therefore, it is only natural that we would adopt the theme *Making It Personal* for this grant.

Our results indicate that our students consistently perform well on all measures of accountability and achievement but a closer examination shows some areas of concern.

I. Eligibility of Schools

Each of the five Cartersville schools is eligible to participate in this grant based on the following:

Table 1: Eligibility

	% F/R	AYP Status	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5	N DNM CRCT Grade 8	% DNM CRCT Grade 8	Grad. Rate
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2011	60	Made	9	2.6%	9	2.9%	6	2.2%	85.6%
2010	59	Did Not Make	12	4%	23	8%	17	6%	78.7%
2009	57	Made	18	5.3%	32	10.7%	10	3.5%	84.3%

Note: Cartersville has only one school serving each of the student levels: Pre-K, Primary, Elementary, Middle and High school.

II. Assurances

Please see the signed Striving Reader Comprehensive Grant (SRCL) Specific Program Assurance for Sub-Grantees form and the Georgia Department of Education Conflict of Interest and Disclosure Policy located at the front of the application.

Prior to writing the SRCL grant, CCS did not have an existing Literacy Plan at the district or building levels. The work within our application will become our literacy plan.

III. Project Design

Cartersville Middle School (CMS) believes in *Making It Personal* for our approximately 942 students in sixth through eighth grade. Our mission is to equip students to become responsible, productive citizens by providing a safe, cooperative learning environment, so students can reach their potential. CMS has been recognized as a Georgia School of Excellence and a Title I School of Distinction. We are committed to providing an inviting and understanding environment to support our “tweens” making the transition from childhood to young adulthood. In addition to the core academic courses, students are provided the opportunity to explore band, chorus, technology, Spanish, career connections, health/physical education and art.

At CMS we believe that strong parental and community partnerships are critical components for having an effective school. Parents have new and expanded opportunities for greater input into their child’s education and are invited to play an active role in their child’s learning. These opportunities include Curriculum Nights, academic awards and volunteering at the school and in classrooms. Community stakeholders and parents are invited to serve on our Advisory Council and partner with us, *Making It Personal*.

A. Analysis and Identification of Student and Teacher Data

Data sources used in our needs assessments include the following:

Table 2: School Information

Demographic Information	Pre-K & 3 yr Olds	CPS	CES	CMS	CHS	District Average
Free/ Reduced Lunch						
2011-2012	68%	63%	60%	55%	44%	55%
2010-2011	63%	62%	59%	55%	44%	55%
2009-2010	57%	59%	57%	51%	42%	52%
Ethnicity						
Black						
2011-2012	22%	22%	23%	22%	23%	23%
2010-2011	20%	22%	24%	22%	24%	22%
2009-2010	17%	22%	24%	23%	24%	23%
Hispanic						
2011-2012	35%	20%	18%	14%	13%	16%
2010-2011	26%	20%	18%	14%	13%	16%
2009-2010	24%	19%	17%	14%	12%	16%
Multi-Racial						
2011-2012	8%	6%	6%	4%	3%	5%
2010-2011	5%	6%	4%	4%	3%	4%
2009-2010	5%	7%	4%	4%	4%	5%
White						
2011-2012	35%	52%	53%	59%	61%	55%
2010-2011	49%	52%	54%	60%	60%	56%
2009-2010	54%	52%	55%	59%	60%	56%

Students with Disabilities						
2011-2012	16%	11%	12%	11%	8%	11%
2010-2011	15.4%	11%	12%	10%	7%	10%
2009-2010	9.5%	12%	12%	9%	7%	11%
English Language Learners (ELL)						
2011-2012	n/a	22%	15%	5%	4%	12%
2010-2011	n/a	21%	15%	5%	5%	12%
2009-2010	n/a	19%	14%	6%	4%	11%
AYP Status						
2010-2011	n/a	Made	Made	Made	Made	Made
2009-2010	n/a	Made	Did not Make	Made	Did not Make	Made
2008-2009	n/a	Made	Made	Made	Did not Make	Did not Make
Teacher Data						
Retention Rate						
2010-2011	81%	96%	98%	97%	97%	97%
2009-2010	81%	96%	98%	95%	98%	94%
2008-2009	81%	96%	95%	95%	95%	94%

Participation in Professional Learning Communities (PLC's)						
2011-2012	100%	100%	95%	50%	90%	87%
2010-2011	100%	100%	95%	50%	80%	85%
2009-2010	0%	50%	95%	50%	70%	53%

Table 3: Student Achievement Cartersville Middle School

	2011			2010			2009		
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC
All Students	3.6%	58.5%	37.9%	5.5%	62.2%	32.3%	5.9%	66.7%	27.4%
Black	4.9%	77.5%	17.6%	11.6%	72.1%	16.3%	10.9%	75.3%	13.8%
Hispanic	4.1%	70.2%	25.6%	4.2%	70.1%	25.7%	6.4%	77.1%	16.5%
Multi-Racial	7.9%	68.4%	23.7%	2.6%	71.8%	25.6%	7.1%	74.3%	18.6%
White	2.7%	48.5%	48.8%	3.7%	56%	40.3%	3.9%	60.8%	35.3%
Students with Disabilities	14.4%	64.4%	21.1%	36.2%	54.3%	9.4%	35.4%	56.9%	7.7%
ELL	14.3%	81%	4.8%	11.5%	75.6%	12.8%	8%	85%	7%
Economically Disadvantaged	5.9%	70%	24.1%	9.1%	69.6%	21.3%	9.1%	75.5%	15.4%

B. Needs Assessment

When looking at historical performance data and other indicators, there is no question that Cartersville City Schools is recognized as a very good school system. The school system enjoys a history steeped in tradition and excellence, which endeavors focus on the needs of each individual student.

However, the rigor of the Common Core Georgia Performance Standards (CCGPS) will necessitate a change in our instruction for children. Our current Georgia Performance Standards (GPS) curriculum and subsequent measures of mastery (Criterion Referenced Competency Test - CRCT, Georgia High School Graduation Test - GHSGT and End of Course Test - EOCT) require students to recall bits of knowledge and information in isolated disciplines. Test formats consist of multiple-choice questions and literacy is measured in the English Language Arts (ELA) assessment. With the implementation of the CCGPS, our students will be challenged to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, and creativity. Students will need to apply core knowledge, concepts, or skills in real-world problems. This rigorous learning will occur at every grade

level and subject. Interwoven in this new framework of learning is the emphasis of literacy components that cross all content areas.

Without careful planning and changes in the “way we do business,” our students will experience a drop in achievement. We need to revamp our teacher training to include utilizing data to inform rigorous instruction, evaluate effectiveness of instruction, identify ways to motivate the reluctant learner, and integrate literacy across the curriculum.

At the end of October 2011, Cartersville City Schools went through the district accreditation process of the AdvancED and Southern Association of Colleges and Schools Council on Accreditation (SACS) process. Additionally, in the fall of 2011, the system conducted an extensive needs assessment to continue our System Charter Status. Both of these processes involved intensive internal and external self-evaluations and reflection. Teachers, staff, administrators, parents, students, and community stakeholders were all involved in these reviews. The information gleaned from these internal and external reviews included the following: teacher apprehension about CCGPS, lack of a universal screener to identify learning needs, up-to-date digital platforms, and the need to develop tighter linkages and articulation between teachers, administrators, and the district in their efforts to focus on academic goals and improve student achievement

Materials Used. Our Literacy Committee looked at a wide variety of data, including:

- Demographic data, especially enrollment by sub group
- Student achievement scores on state tests over the past three years
- AYP results
- Graduation rates for the last three years
- Comparison of dropout rates over the last three years
- Based on the School Readiness, Benchmark assessments, and RtI records
- Parent, teacher, and student input from AdvancED Stakeholder surveys

- Burruss Institute of Public Service- Perceptions of Quality in the Cartersville City School System: Survey of Public Opinion
- Anecdotal records of parent/community concerns over the last two years
- Collegial discussions of building leaders and building representatives
- Examination of building budgets and needs

Needs assessment process. Our **Literacy Committee** noted that the district average for students qualifying for free or reduced lunch is 55%, which means we qualify for this award. A closer look, however, revealed that our feeder schools had a greater percentage of students living at the poverty level (60%-68%) than the middle school (51%) and high school (44%). Could it be that our students were not just slipping through the cracks, but were actually dropping out of school altogether? Kindergarten Readiness data showed that 90% of students identified as most at-risk come from families of poverty. Alarming, our at-risk subgroups have the highest dropout rate: This was true of Hispanic students (20% in primary, but only 13% in high school) multi-racial students (6% in primary, but only 3% in high school), students with disabilities (12% in elementary, but only 8% in high school), and English Language Learners (22% in primary grades but only 4% at the high school).

This was a wake-up call to our Literacy Committee to determine a plan to reverse this process. While an initial look at CRCT Reading/ ELA scores show a high level of achievement, we noticed that the percentage of students in almost all sub groups who did not meet proficiency dropped over the last three years. It is clear that our at-risk subgroups require differentiated literacy strategies. In addition, the team considered the impact the CCGPS would make on student scores and we wondered aloud how we could prepare our students, **all of our students**, to meet these higher standards.

In order to reach our at-risk subgroups while still maintaining high achievement levels despite high levels of poverty, we will strive to become a model for all Georgia schools through:

- Continued and expanded professional learning for our teachers and leaders

- Engaging instruction that motivate students to achieve their personal best
- Implementing research-based instructional strategies informed by data
- Community and family engagement that supports and celebrates student achievement
- Integrating technology that includes evidence-based tools that motivate and encourage our digital-savvy students to accelerate and take responsibility for their learning

Needs Assessment team: The System Literacy Committee consists of 23 members. The CMS members on the committee are listed in Table 4.

Table 4: Needs Assessment & System Literacy Committee

Name	Title	Role/ Responsibility
District Level		
Peggy Cowan	Director of Curriculum & Accountability	Project Manager for Striving Reader Grant, Data Manager, Assessment Coordinator, and Purchasing Manager
Sheryl McDonald	Director of Technology	Coordinate acquisition, installation, training, and utilization of technology
Paula Camp	ELL Coordinator	Represents English Language Learners
Susan Tolbert	Director of Special Programs	Represents students with disabilities
Gina Bishop	Instructional Lead Teacher	Represent core academic teachers
Birth to 3		
Cindy Smith	Youth Educator and Program Director for Teen Center and Woman’s Resource Center	Represent community agencies serving at-risk pre-school aged children
Pre K		
Wesley Cupp	Assistant Principal for Pre-Kindergarten Program	Site level coordinator, Data and Assessment Coordinator
Primary (K-2)		

Jennifer Rives	Math Coach	Represent core academic teachers
Bertha Nelson	Assistant Principal	Site level coordinator
Denise Osborn	Literacy Coach	Leads Professional Learning Communities (PLC)
Walter Gordon	Principal	Grant Manager for School
Elementary (3-5)		
Heather Hayes	Math Coach	Represents core academic teachers
Eppie Nelson	Assistant Principal	Site level coordinator
Beth Weathersby	Literacy Coach	Leads PLC
Ken MacKenzie	Principal	Grant Manager for School
Middle (6-8)		
Michelle Gambill	Instructional Lead Teacher	Represents core academic teachers
Brenda Campbell	Assistant Principal	Site level coordinator
Randi Sonenshine	Literacy Coach	Leads PLC
Jeff Hogan	Principal	Grant Manager for School
High (9-12)		
Bryan Edwards	Assistant Principal	Site level coordinator
Bobby Timms	Science Department Chair	Represents core academic teachers
Linda Templeton	ELA Department Chair	Lead PLC
Jay Floyd	Principal	Grant Manager for School

C. Areas of Concern

Meeting the needs of a **continuously changing and diverse student population** is the greatest challenge facing the school system. Over the past ten years the percentage of students qualifying for free and reduced lunch has increased nearly 18% system-wide (37.4% to 55.0%); 9% in the past five years. In this time period the number of students in our ELL/LEP program has more than doubled (157 to 359). The growth in number of homeless students in Cartersville has grown by 77 students in the past two years alone. The number of students with disabilities continues to climb steadily with more acute needs having to be addressed more frequently. More students are qualifying for multiple services simultaneously (ELL, special education, homeless education services, etc.) causing increased demand on limited resources and scheduling issues.

Making It Personal becomes more challenging as staff and resource allocation becomes problematic as we strive to meet all needs. Demographic changes put a strain on already limited resources. Literacy is the foundational block to learning and college and career readiness. We need to **train** our teachers to use resources to best establish these foundational skills. Associated with this challenge is the need to be able to effectively **communicate** with less involved parents.

The growing demand to keep up with ever-changing **instructional technology** in the classroom also presents a major challenge for the district. With limited budgets, a relatively small technology staff, and the advancement of new technologies, the school system continually feels behind the curve in the area of technology. Hardware, software, and infrastructure updates and improvements are significant hurdles to meet the demand of today's modern classroom.

Closing the achievement gap between various population subgroups, particularly between our black, economically disadvantaged (ED), English language learners (ELL), students with disabilities (SWD), and white students, is a challenge. Closing this gap is a goal of our system Strategic Plan and Charter status with the State Board of Education. It is anticipated that the Striving Readers Grant will enable us to eliminate this gap.

The following table more specifically details how we have addressed research-based best practice in the past at Cartersville Middle School and what we plan to do with the support of the Georgia Striving Reader Comprehensive Literacy (SRCL) Project:

Table 5: Addressing Research-Based Best Practices

Content Area	Research-based Practice	Steps Taken	Steps to be Implemented through Striving Readers Funding
Curriculum Needs			
Vocabulary Acquisition and Use	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term to comprehension or expression.</p>	<p>Implementing the Georgia Performance Literacy Standards in all ELA classrooms</p> <p>Created a Resource Center for parents to checkout educational materials to use with children at home.</p> <p>Annual Title I Parent Nights</p> <p>Annual Curriculum Nights</p> <p>Implementing reading and writing instructional framework</p> <p>Content area instruction sometimes includes specific vocabulary development</p>	<p>Employ a variety of research-based vocabulary strategies that allow students to attack and master more complex text</p> <p>Consistently use formative data to identify complex vocabulary deficits</p> <p>Analyze data and student work to determine student needs, plan for instruction, and evaluate instructional effectiveness in collaborative PLT</p> <p>Provide effective vocabulary strategies to support more complex text across content areas</p> <p>Provide strategic tutoring to support intense vocabulary development</p>
Fluency	<p>Read with sufficient accuracy and fluency to support comprehension</p>	<p>Piloted the Read Naturally program with a few sixth graders</p> <p>Fluency monitored for struggling students</p>	<p>Consistent use of formative data to identify and remediate fluency deficits resulting in poor comprehension. This can be accomplished through one-on-one training and computer instructions.</p> <p>Expand Read Naturally to other grade levels.</p>

<p style="text-align: center;">Comprehension of complex texts in all content areas</p>	<p>Read and comprehend complex literary and informational texts</p>	<p>Literacy coach and ELA teachers have provided content teachers some training on teaching text structures and comprehension strategies, as well as using read-aloud –think-aloud and text marking strategies.</p>	<p>In addition to textbooks, provide a variety of informational resources in all content areas</p>
	<p>Read to determine explicit information from text</p>	<p>Implementation of reading instructional framework in ELA classrooms including specific comprehension strategies</p>	<p>Support and train all content area teachers in the use of screening tools, text complexity, and Lexile levels</p>
	<p>Cite specific evidence to support inference</p>	<p>Data collected but lacking universal application and usage.</p>	<p>Expand use of researched based comprehension strategies</p>
	<p>Effective instructional principles embedded in content instruction</p>		<p>Integrate the use of comprehension strategies in all content areas</p>
			<p>Universal use of common formative and summative assessments</p>
			<p>Consistent use of formative data to identify and remediate comprehension deficits by PLCs.</p>
			<p>Evaluate instruction by reviewing student work and achievement data</p>
			<p>Address the rigor of CCGPS standards as they relate to the goals for College and Career Readiness</p>

Writing in all Content Areas	<p>-Respond to a Text in Writing (Writing Personal Reactions, Analyzing and Interpreting the Text)</p> <p>-Produce Clear and coherent writing in which development, organization and style are appropriate to task, purpose and audience.</p> <p>-Write summaries of a text</p> <p>-Write notes about a text</p>	<p>Explicit writing instruction around specific topic studies.</p> <p>Implementation of writing instructional framework in ELA classrooms</p> <p>Initial work in integrating grammar and conventions within writing</p>	<p>Provide authentic opportunities for student writing in all content areas that include:</p> <ul style="list-style-type: none"> • Varied writing tasks with specific purposes • Time for research, reflection, and revision • Grammar and conventions embedded in writing tasks <p>Develop system wide articulation to support writing instruction across the curriculum</p>
Technology Needs			

<p style="text-align: center;">Increased Student Engagement</p>	<p>Utilize strategic tutoring for intense, individualized reading, writing, and content instruction as needed.</p> <p>Access diverse texts with a variety of difficulty levels and on a variety of topics.</p> <p>Leverage the creative use of technology within the learning process to promote engagement and relevance</p> <p>Use technology as a tool for and a topic of literacy instruction.</p>	<p>Use online instructional programs for some content areas</p> <p>Three labs – 30 each</p> <p>Two mobile carts – 30 computers per cart</p> <p>Classroom computer – 2/class</p> <p>SMART board science/math - 20</p> <p>Document camera – 19</p> <p>E readers – 20</p> <p>IPADS – 11</p> <p>IPOD cart with 30 MP3 players</p> <p>Available Literacy software includes:</p> <p>Study Island</p> <p>Writing Matters</p>	<p>Engage, motivate, and foster self direction through the use of interactive white boards, document cameras, eReaders, tablets, and computers in a manner that meets individual student needs</p> <p>Use web based software to support learning in all elements of literacy - fluency, comprehension, phonics, spelling, vocabulary, and writing</p> <p>Expand media resources to include digital texts</p> <p>Use online applications for universal screening, progress monitoring, and benchmarking to analyze data on student growth and achievement during collaborative PLC instructional planning</p>
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Professional Learning Needs			
Professional Learning	Faculty groups focused on studying and analyzing student work and data to plan for instruction and intervention on an individual student level	Reader's Workshop training	Establish SLC and PLC to provide a sustainable framework of continuous improvement of the literacy initiative through distributed leadership and collaborative planning
	Professional learning opportunities provided to build teacher knowledge of key literacy components, technology, and best practices in instruction	Writer's Workshop training Implementing Standards Based Classrooms Introduction to Common Core Georgia Performance Standards	Build knowledge regarding the rigor and relevance of the CCGPS and expectations of college and career readiness in all content areas Train teachers in PLC to collect, analyze, and use formative and summative assessment data to inform instruction and evaluate effectiveness of instruction Train on how to integrate digital technology in literacy instruction in a manner that motivates and engages all learners Use web based system to provide personalized professional learning to support individual needs of teachers by gathering teacher effectiveness data, conducting reflective discussions about feedback, and directing them to online professional learning resources

D. Root Cause Analysis

Teachers in English language arts (ELA) and math participate in collaborative planning but teacher teams in all other content areas are not in place and an evidence-based framework for teacher collaboration as the central mechanism for improving student achievement and overall school culture and functioning has not been formalized nor practiced by all faculty.

The student mobility rate at Cartersville Middle School (CMS) is 28%, and 55% of the students receive free or reduced lunch (a steady increase from 51% in 2009). Transition and change is difficult, but students who have to change schools because of family struggles bring with them added anxiety that can impede learning. Eleven percent of our students have special needs. We struggle to support the individual needs of all students. By middle school, the bulk of our students have transitioned out of the ELL program. However, almost a quarter of the students who drop out in grades 6-8 are Hispanic, indicating that our ELL program must be strengthened to support those currently in this program and those who have exited from the program.

Our teacher retention rate of 95-97% over the last three years indicates that are teachers are experienced, but they need to update instructional delivery skills to engage our young adolescents and support their literacy skills in all content areas. Our CRCT scores are good, but we realize that we must increase rigor as we transition to the CCGPS and become proficient at **differentiating instruction** to meet the needs of our students. We look forward to developing collaborative teacher teams that regularly **use data** to monitor the effectiveness of our instruction to ensure all students are learning. Our experienced faculty would benefit from regular feedback as they apply professional learning to their classrooms. Given these root causes, we plan to:

- Create collaborative Professional Learning Community (PLC) so that teachers can become users of data to plan instruction, assess their effectiveness, and continuously improve instruction.
- Provide professional learning supporting the CCGPS, integration of technology, and collaborative data based decision-making.

- Expand technology to include presentation systems that engage students.
- Establish a culture of reading and writing across the curriculum.
- Provide digital intervention tools to support individualized instruction and track progress to allow students to accelerate their learning.
- Expand technology to include additional hardware for student use and presentation systems that engage students in real-activities.
- Provide ongoing feedback to teachers through a web-based tool that will support personalized professional development and continuous learning for all faculty.

E. System Literacy Team

CCS, a small system consisting of five schools, believes in a seamless educational process for each and every student. Therefore we have developed three tiers of governance to ensure consistency and continuity of instruction throughout our system.

Members. What began as our Needs Assessment Team (NAT) has grown into the Cartersville School System Literacy Committee (CSSLC). (Members of the CSSLC are identified in Table 4.) Initially, the NAT consisted of an administrator from each school and a district administrator. As we examined the implications of our work, we soon realized the need to add other district administrators and representatives of other stakeholder groups from the schools. As we transitioned into the CSSLC, it became apparent we will need to add parent and community representatives to participate in decision-making and help remove obstacles/barriers as they occur.

Function. This literacy committee has examined the data described earlier, reviewed school developed literacy plans and collaborated to ensure clear articulation and alignment of all birth through 12th grade literacy plans described below. The CSSLC will meet monthly to oversee the implementation of *Making It Personal*, ensuring that benchmarks are reached and obstacles removed so that all CCS

students are learning. Members from each of the schools will report on progress and bring concerns to this group for collaborative problem solving. All progress will be supported by data.

Minutes. Minutes from NAT/CSSLC meetings are evolving. We recognize the need to summarize our meetings and track the progress of each of our schools, but we do not want this to become cumbersome. This will also be important for each of the school’s literacy teams and the job-alike teacher teams that will become Professional Learning Communities (PLC). We decided to use a simple agenda record that will model what is expected at both the school and classroom level. This table will be evidence that can be used during the evaluation to track our progress.

Table 6: Sample Meeting Minutes

11/15/11: Literacy Plans for K-12	12/8/11: Literacy Plans for K-12
<ul style="list-style-type: none"> • Reviewed literacy components • Developed timeline for completion of literacy plan draft (due 11/30/11) • Reviewed GA Birth-Grade 12 Necessary Building Blocks • Outlined duties and timeline for completion of literacy plan 	<ul style="list-style-type: none"> • Reviewed literacy plans from each of the 5 schools • Checked alignment with GA Birth-Grade 12 Necessary Building Blocks • Corrected vertical alignment • Edited plans collaboratively • Revised plan to be distributed by email • Corrections to be reported • Analyzed budget needs <p style="text-align: center;">Called meeting to review final grant (12/13)</p>

School Literacy Team (SLT). Each of our schools has a School Literacy Team that will become the second tier of governance at the building level. The SLT is composed of the principal, academic coaches, content/grade level chairs in all content areas, and support staff from fine arts, physical education and career pathways. Members of this team will serve as teacher leaders in Professional Learning Communities (PLC) and are responsible for seeking input from the teacher they represent and communicating the actions of the team.

Members of the School Literacy Team are as follows:

Table 7: SLT Members

Name	Title	Role/ Responsibility
Michelle Gambill	Instructional Lead Teacher	Represent teachers/Lead PLC
Brenda Campbell	Assistant Principal	Site level coordinator
Randi Sonenshine	Literacy Coach	Represent teachers/Lead PLC
Jeff Hogan	Principal	Grant Manager for School
Tharis Word	Assistant Principal	Monitor Implementation
Jill Archer	ELA Teacher	Represent teachers/Lead PLC
Sharon Balsor	SPED Teacher	Represent teachers/Lead PLC
Terry Bangert	Science Teacher	Represent teachers/Lead PLC
Michelle Cottongim	Math Teacher	Represent teachers/Lead PLC
Trish Germano	Math Teacher	Represent teachers/Lead PLC
Diane Hassler	Media Specialist	Represent teachers/Lead PLC
Debbie Justus	ELL/Intervention Teacher	Represent teachers/Lead PLC
Omar Nunez	Foreign Language Teacher	Represent teachers/Lead PLC
April Stevens	Social Studies Teacher	Represent teachers/Lead PLC

The function of this team is to continuously examine the data, implement the school literacy plan and collaborate to ensure the academic success of each child. The team will meet monthly to oversee the implementation of ***Making It Personal***, ensuring that benchmarks are reached and obstacles removed so that all students are learning. Members from each of the schools will report on progress in their content area and bring concerns to this group for collaborative problem solving.

Professional Learning Communities (PLC). The third tier in this governance structure is the PLC. Faculty in all PLC are provided common planning time for their important work. Each PLC meets three times per month to define and then address specific student needs through collaborative planning,

systematic classroom implementation, and analysis of effectiveness using data and examination of student work. These teacher workgroups provide a practical and effective form of professional development, one that engages teachers in the process of studying and improving their teaching and its observable and measurable effects on student learning.

The PLC framework provides structure and continuity for recursive teacher inquiry and fosters the development of fundamental pedagogical knowledge and skills necessary for sustaining continuous improvement and evidenced-based decision making.

Using this structured collaboration framework leads to improvements in general school culture and functioning. A review of research indicated those implementing this framework exhibited distinct improvements, including:

1. Tighter linkages and articulation between teachers, administrators, and the district in their efforts to focus on academic goals and improve student achievement
2. Increased administrator participation in meetings focused on improving instruction
3. More use of published agendas and prior awareness of meeting topics
4. More tightly coupled meetings that are less frequently cancelled or re-purposed to a non-instructional focus
5. Greater teacher understanding of and more positive expectations for assessment data
6. An 'improvement over time' versus a 'one-shot' orientation for collecting, analyzing and using data
7. Attributions for student achievement more focused on teachers' planning and instruction, rather than teacher and student traits, and other non-instructional explanations (McDougall, Saunders, & Goldenberg, 2007ⁱ; Saunders et al., 2009ⁱⁱ)

F. Project Goals & Objectives

Based upon our needs assessment, three goals have been identified in Table 8 to improve the literacy outcomes for all children in the participating centers and schools. While each school’s literacy plan is predicated on receiving the Striving Readers Grant, the specialized staff and CCS or the Georgia Department of Education will provide pieces of the professional development. The table below identifies these sources:

Table 8: Goals and Funding Source

Other Support for Goals	Funding Source
Goal 1: Improve literacy outcomes.	
Literacy Coaches, Instructional Lead Teacher and Parent Involvement Coordinator	Title I
ELL Coordinator	Title III
Goal 2: Increase student engagement.	
Director of Technology	Local funds
Educational Technology Center’s support	GADOE
Goal 3: Institute Collaborative data-based practices.	
Professional Learning - standards-based classroom	Title II and Title I
CCGPS training	GADOE Webinars

Table 9: Goals and Objectives

Goal and Objective	Indicator
Goal 1: Improve literacy outcomes.	
Student proficiency for all sub groups will improve 5% each year until all meet or exceed state standards in all content areas.	CRCT scores
Goal 2: Increase student engagement.	

All students will use computer-assisted UDL technology for minutes each day to support literacy.	Purchasing records, observation during classroom walkthroughs
All participating teachers will demonstrate gains in instructional planning/delivery based on principal assessment.	Teacher effectiveness data analysis comparisons: Beginning, Middle, and End of year
Goal 3: Institute Collaborative data-based practices.	
100% of teachers will participate in Professional Learning Communities (PLC) at least twice a month.	Record of Focus and Content Charts for PLC
CMS School Literacy Community (SLC) will meet monthly and collaboratively lead the literacy initiative using collaborative, data-based practices.	Record of Focus and Content Charts for SLC

G. Scientific, Evidence-Based Literacy Plan

Cartersville Middle School Literacy Plan

The following action steps outline how we will implement our plan to improve literacy:

Goal 1: Improve Literacy Outcomes

1. All students receive literacy instruction that is appropriate for their learning needs.
 - a. The **principal** ensures that universal screening in reading takes place no later than the fourth week of school. (Evidence: Screening results reviewed by SLC, PLC)
 - b. **Students** in flexible groups work on specific skills/concepts identified through screening in English Language Arts classes during Literacy Workshop. (Evidence: observation during classroom walk through by PLC members including principal)
 - c. **Teachers** in core content areas strategically integrate reading and writing across the curriculum. (Evidence: Monthly review of lesson plans by principal or literacy coach; classroom observations)
2. **Teachers and leaders** participate in customized training for transitioning to the CCGPS and the increasing rigor necessary for assuring students are ready for college and careers: ELA Standards,

Foundational Overview, Reading & Writing Standards, Performance Based Assessments, Speaking and Listening Standards & Language Standards, CCSS for ELL & Students with Special Learning Needs, ELA Standards for History & Social Studies and ELA Standards for Science and Technical Subjects. (Evidence: Training evaluations and attendance records)

3. **Teachers and leaders** participate in training accompanied by job-embedded coaching to implement the following instructional structures with fidelity: Well Functioning SLC and PLC, Literacy Instructional Framework, Expanding Academic Vocabulary, Performance Based Assessment, ELA Standards for Social Studies and Science and Using Interactive Whiteboards to focus on CCGPS. (Evidence: Training evaluations and attendance records)
4. **Teachers** differentiate instruction.
 - a. Consistent instructional framework model allows ELA teachers time to meet with individual and small groups of students for targeted instruction based on specific needs identified from data on a daily basis. (Evidence: Observation during classroom walkthroughs by principal and/or literacy coach)
 - b. Teacher effectiveness data is gathered during monthly classroom walkthroughs. (Evidence: Teacher effectiveness data reports compiled by principal)
5. Digital tools and self-paced prescriptive software will provide support for differentiated learning.
 - a. Students are motivated and encouraged to become responsible for their own learning. (Evidence: Literacy coach reviews aggregate class reports from digital tool on a weekly basis)
 - b. Teachers receive timely individualized student achievement data. (Evidence: Reports from digital tool)

Goal 2: Increase Student Engagement

1. **Administration** provides digital technology and training to engage students at appropriate academic levels and provide strategic literacy intervention and real-time tracking of student progress. (Evidence: Purchase orders; training evaluations)
2. **Administrators** provide additional technology so that students may access digital tools and **teachers** provide regular time for students to work with digital solutions. (Evidence: Observation during classroom walkthroughs by principal and/or literacy coach)
3. **Teachers and Leaders** participate in training on using interactive whiteboards to promote student engagement/learning and apply what they learn in their classrooms. (Evidence: Teacher effectiveness data)
4. **Administrators** conduct monthly classroom walkthroughs using a web-based tool to capture and share teacher effectiveness data, share data with the teacher, and encourage professional reflection in order to support personalized professional development and continuous professional growth. (Evidence: Teacher effectiveness data)
5. **The SLC** instills a culture of literacy by selecting monthly titles of complex literary and informational texts to be read aloud in all homeroom classrooms, stimulating discussion and prompting students to respond to literature. (Evidence: calendar of selected titles; hallway displays of students' response to literature)

Goal 3: Institute Collaborative. Data-Based Practices

1. The **principal** provides and protects common weekly planning times for teacher teams. (Evidence: Master schedule)
2. **Administrators and teacher-leaders** are trained to effectively lead collaborative SLC and PLT to distribute leadership and build a learning culture based on literacy. (Evidence: Evaluations from two day Summer Institute, monthly on-site training/facilitation, one day follow up institute)
3. **Teacher-leaders** are identified and receive ongoing training and support so they may effectively facilitate PLC as they serve on the CMS SLC. (Evidence: SLC roster)

4. The **principal and SLC** are supported by monthly on-site job-embedded coaching to lead the SLC and facilitate data based decision-making regarding literacy. (Evidence: Meeting dates, Meeting attendance reports)
5. **Facilitators** institute protocols that will direct the work of the PLC and SLC (Evidence: Observation of meetings; Record of Focus and Content Charts for PLC & SLC)
6. Monthly reports of progress are shared at all levels. (Evidence: Record of focus and content charts for CCSLT, SLC, and PLC.)
7. PLCs develop collaborative instruction as they assess student needs, plan targeted instruction, review and analyze the results of this instruction, and then cycle through the process again as needed to achieve student results. (Evidence: minutes of learning process studies in PLCs, lesson planning, lesson implementation, common assessments, collaborative analysis of student work and adjustment of instruction)

Current Instructional Schedule. Students receive instruction in four 65-minute academic core blocks (ELA, math, science, and social studies), two 45-minute elective blocks, and a 45-minute extended learning time that is used for intervention or enrichment. Literacy is emphasized in the ELA block, though content area teachers will also be trained to support literacy in other subjects and electives. A part-time Literacy Coach and an Intervention Specialist are available to model and support the classroom teacher, and special education teachers team up with classroom teachers to deliver inclusive instruction for most students with special needs.

Materials used in core classes will continue to include the current adopted textbook aligned to the state literacy plan. We have three computer labs and two portable carts, each with 30 computers. All classrooms have two computers. Our math and science classrooms have interactive white boards (20) and document cameras (19). An iPod cart with 30 MP3 players, a set of eReaders (20), and some iPads (11) are usually reserved for struggling students or ELLs.

Support for Tiered Instruction. All students will be screened three times a year using the Scholastic Reading Inventory (SRI). Those students who are in Tier II & III will be screened again to identify specific needs. This data will be shared during RtI meetings and interventions provided during core class periods and during extended learning time.

Teachers have received initial training in using the literacy instructional framework, but view themselves as teachers of content, not reading or writing teachers. Continued job-embedded coaching and training provided through this grant, accompanied by digital intervention tools and greater access through additional hardware will provide motivating tools to both teachers and students. Job-embedded coaching will focus on helping teachers support struggling readers, and students will be able to accomplish grade-appropriate tasks as they access, use, and produce multiple forms of media to demonstrate learning in all content areas.

In order to prepare for the increased rigor of the CCGPS and students for college or careers, teachers in all content areas will be required to have students regularly write across the curriculum. Student's writing may be analyzed and critiqued by a digital tool that students can access for ideas for improving their writing. We believe this tool will help students take responsibility for their own learning by providing timely feedback and individualized support. Students and teachers will create and update digital portfolios to chronicle their growth.

Teachers will receive training in the CCGPS and instill additional rigor in their course work by promoting literacy and focusing on integrating more complex academic language. A growing body of research indicates that the ability to use the particular language of any discipline is a strong predictor of how well students will learn the content. Teachers require guidance in selecting vocabulary for instruction, developing student-friendly explanations for new words and creating meaningful learning activities (Beck, 2007ⁱⁱⁱ). Teachers will be trained to identify and integrate Tier II vocabulary across the curriculum and be encouraged to read aloud more complex texts. Posted learning targets and vocabulary

will help build academic language. Our plan for providing tiered instruction is summarized in the table below.

Table 10: Tiered Instruction Plan

Cartersville Middle School <i>Making It Personal</i> Literacy Plan for Tiered Intervention			
	Time	Personnel	Strategies
Tier I	<p>65 minute daily literacy block in English language arts</p> <p>65 minutes for each of the following: Math, Science, and Social Studies will include regular opportunities to support literacy and encourage students to write across the curriculum</p>	<p>Reading Literacy Coach (MEd in Reading)</p> <p>Classroom Teacher, teaming with Special Education Teachers</p> <p>(All teachers will be observed and receive feedback using a web-based system, linked to the SRC teacher effectiveness checklist to foster continuous and personalized growth)</p>	<p>Workshop Model as instructional framework</p> <p>PLC Collaborative Planning in common planning time</p> <p>CCGPS training</p> <p>Word sorts focusing on complex academic vocabulary</p> <p>Posted standards and learning targets</p> <p>Graphic organizers</p> <p>Immediate and specific feedback</p> <p>Regular progress monitoring</p> <p>Rubrics for scaffolded set of tasks and work products</p> <p>Digital interventions with individualized, multi-modal appeal and on demand reports</p> <p>Literature that spans a variety of topic areas available in English & Spanish</p>

<p style="text-align: center;">Tier II</p>	<p>Same as Tier I, with an extended learning time of 45 minutes daily for remediation as noted for individuals on screeners</p>		<p>Book Club</p> <p>Access to digital informational texts</p> <p>Book of the Month</p> <p>Comprehending texts, word study, main idea, inferences, patterns, and supporting details with content drawn from science and social studies</p> <p>Summarizing/Paraphrasing text, Building graphic organizers, Reading thinking activities, embedded assessments</p> <p>Activating background knowledge, Student questioning, Searching for information, Summarizing, Organizing graphically, Learning story structure for literary materials</p>
<p style="text-align: center;">Tier III</p>	<p>Double period (130 minutes) for remediation on individual needs</p>		<p>In addition to Tier I & II instructional practices, research-based interventions as indicated in CMS RtI Handbook target the unique needs of each student. Tier III instruction is delivered in smaller flexible groups. Student progress is monitored weekly.</p> <p>May lead to a referral for testing with system psychologist.</p>

Tier IV	Same as Tier III in addition to individualized scheduling as indicated by an IEP or TPC/ELL. May also include placement at Ombudsman, an alternative-learning site.	Guidance Counselors Intervention Specialist ELL Teacher School Psychologist testing Special Education teachers	Same as Tier III with additional individual strategies and supports as indicated by an IEP or TPC/ELL
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H. Strategies and Materials to Support Literacy Plan (Existing and Proposed) to Include Technology

Table 11: Current Classroom Resources

Current Classroom Resources					
	Pre K	CPS	CES	CMS	CHS
Reading Egg		X			
Study Island			X	X	
Brain Pop			X	X	
Student Computers (2 per room)	X	X	X	X	
Science Kits		X	X	X	
Teacher Produced Materials	X	X	X	X	X
Textbooks & all ancillary materials for all content areas		X	X	X	X
Classroom Libraries	X	X	X		

Smart Board			Every classroom (50)	Math & science only	50% of teachers
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Shared resources. Made possible by a generous grant from the community, Cartersville teachers have access to a shared Teacher Resource Center that can be used to research lesson plans, create instructional materials, and supplement equipment for specific lessons. Teachers can check out unit kits, DVDs and VHS on a wide array of topics. This resource is shared with Cartersville City and Bartow County teachers. In addition, the table below showcases those resources that are shared at each of the school sites.

Table 12: Resources Shared at School Sites

Shared Resources					
	Birth- 5	CPS	CES	CMS	CHS
Math Manipulative	X	X	X	X	X
Guided & Leveled Readers		X	X	X	
Science Kits	X	X	X	X	X
Document Cameras		X	X	X	X
Mobile Computer Labs		X	X	X	
E- Readers				X	
MP3 carts			X	X	X
E-Response System Clickers			X	X	X
Plato & GA Virtual School					X
E-Books for Checkout				X	X

Level Book Room		X	X		
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Library resources. The CMS library’s average age collection is 12 years and there are 15.06 items per student. It features a balanced collection aligned to the Wilson Library Catalog standard. A wide variety of resources are available for students including fiction and non-fiction texts, level e-readers available for check out, and iPads for students to use for podcasts.

Resources needed to implement the literacy plan including student engagement.CMS struggles with identifying and engaging our students who need intervention. Digital tools and technology will help us provide curriculum and instruction that supports Universal Design for Learning, providing multiple means of representation to give our learners various ways of acquiring information, multiple ways to demonstrate what they have learned, and multiple means of engagement to tap into student interests, challenging them appropriately, and motivating them to learn. We will use technology to provide supports, scaffolds, and challenges to engage and support all learners (CAST, 2011^{iv}).

We selected research-based digital tools and interventions that present skills sequentially, allow student performance to guide the branching to optimal difficulty levels, and embed assessments so that we may track individual student progress (Crandler, 2003^v).

Teachers will have on-demand reports that identify individual and groups of students who need support in specific skills/concepts so that small groups may be formed for direct, strategic instruction. New and expanded site licenses will allow more of our students to benefit from these digital tools. These digital programs will require additional hardware to expand student access. Additionally, ***Making It Personal*** will ensure that all core classrooms are equipped with interactive platforms so that instruction engages students with varied learning styles.

Other materials have been identified to boost rigor and promote the higher-level thinking required by the CCGPS to prepare our students for success in college and careers. These include author and topic studies, expanded leveled libraries, and student books in both English and Spanish. The SLC will meet to purchase specific titles geared to their student needs.

Activities that support classroom practices and literacy intervention programs. Teachers in ELA employ an instructional framework that enables differentiated instruction. This will be expanded and supported with author and topic studies that will raise rigor and support critical and creative thinking as students respond to literature. Teachers in math, social studies, and science will integrate writing and literacy skill development into their classes.

Students will use new digital tools that provide practice and instruction in an engaging manner. Teachers will receive on-demand reports to easily track student progress and inform instructional planning. A Book of the Month activity will promote a culture of learning based on literacy as homeroom teachers read aloud and discuss the same book in all classrooms. Students' response to this literature will be shared through hallway displays and academic vocabulary will be added to the word walls. The current PLC will take on a more formal structure that includes protocols that have brought about marked changes in teacher learning, leadership development, and overall student achievement. A SLC will be formed with the sole responsibility of ensuring that CMS is *Making It Personal*. After-school tutorials and our Extended Learning Time are used to either remediate or for enrichment, depending upon student needs.

Additional strategies needed to support student success. Due to the focus on the four-tiered Response to Intervention (RtI) model within *Making It Personal*, teachers will require additional professional learning in order to implement new strategies to support student success including the following:

- Employ new technology
- Formalize collaborative practices leading to increased student learning

- Create electronic portfolio
- Use data to inform instruction and prescribe interventions
- Integrate and effectively support literacy in content areas
- Transition to CCGPS to prepare students for college and careers

I. Project Procedures and Support

Students in grades 6-8 start their day at 7:55 and end at 3:15. Learning takes place in departmentalized classrooms, supported by co-teaching with special education and Title I teachers in inclusive classrooms. ELA teachers employ a readers and writers instructional framework in 65-minute blocks. Tiered needs are identified through screening assessment and met through strategic teacher-led instruction (whole group, flexible small groups, one-on-one) and individualized interventions (inclusive teaching, digital tools and collaborative instructional design). Mathematics, science, and social studies are also taught in 65-minute blocks. A new expectation, supported by continuous by professional learning and job-embedded coaching, will integrate literacy cross content. Students will be expected to write on a regular basis and develop a digital portfolio to exemplify their work.

An “after-school program” of 45 minutes at the end of the day provides additional time for remediation or enrichment. After-school and Saturday tutorials and mentoring are provided through community partnerships with the Boys and Girls Club, Hands of Christ Hispanic Center, and Etowah Public Housing. The following sample schedule depicts the courses and times of study for a sample student at each grade level.

Table 13: Sample Schedule

Cartersville Middle School Instructional Schedule			
Time	Grade 6	Grade 7	Grade 8
7:55-9:00	Earth Science	Social Studies	Mathematics
9:00 – 9:15	Homeroom and Breakfast	Homeroom and Breakfast	Homeroom and Breakfast

9:15-10:20	Social Studies	Career Connection	ELA
10:20 – 11:25	ELA	Elective	Career Pathway
11:25 – 1:00	Math (includes 30 min. for lunch)	Life Science (includes 30 min. for lunch)	Social Studies (includes 30 min. for lunch)
1:00 – 1:45	Extended Learning Time – Remediation/Enrichment	Extended Learning Time – Remediation/Enrichment	Extended Learning Time - Remediation/Enrichment
1:45 – 2:30	Career Pathway	ELA	Elective
2:30 – 3:15	Elective	Mathematics	Physical Science
3:15-4	After School Tutorial		

J. Professional Learning Strategies Identified on the Basis of Documented Needs

Table 14: Professional Learning Activities from the Past Year

Topic	# Of Hours	% Of Staff Attending
Foundational Overview of CCGPS Literacy/Performance Based Assessments (K-8)	21 hours + 9 on-site job-embedded coaching	20%
Math job-embedded coaching (K-8)	9 days	65%
ELA job-embedded coaching (K-8)	9 days	65%
Leading the Way CCGPS – ELL and SWD (K-12)	7 hours	15%
Overview of Literacy for Social Studies (K-8)	7 hours	25%
Overview of Literacy for Science and Technical Courses (K-8)	7 hours	25%
Introduction to CCGPS for Administrators	7 hours	100%

CCGPS Speaking & Listening (K-8)	1 day	100%
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On-going professional learning.

Standards Based Instruction. The District has provided training and support opportunities to all schools regarding Standards Based Instruction (SBI). The most observable evidence of SBI in classrooms K-12 is the incorporation of an instructional framework, most frequently seen as the workshop model, in all content areas. Other evidence of SBI in many classrooms includes:

- Posted standards that are discussed and offer a clear learning purpose for students,
- Word walls that are interactive and continuously changing,
- Student tasks that require thinking, speaking and writing,
- A decrease in the use of “worksheets” that require low-level thinking,
- Teacher modeling that exposes thinking, mostly through read-alouds, think-alouds, student-led closings, small group, focused instruction, opportunities for student discussion, and academic discourse.

Professional Learning Communities. In 2009, all Instructional Coaches in the system received Coaches Training consisting of five days of professional learning, as well as several days of on-site, job-embedded coaching in each school (K-8). This training focused on coaching skills and strategies, with a strong emphasis on PLCs. All schools have provided common planning time for teachers to meet together on a regular basis. Coaches plan and facilitate learning opportunities for teacher teams at these times, as well as support teachers who also plan and facilitate learning sessions. CMS would benefit by continued job-embedded coaching on instituting collaborative planning that analyzes student achievement data in order to develop instruction that meets common student needs.

Common Core Georgia Performance Standards. CCGPS have been embedded in training sessions since their adoption in Georgia. The district will provide an overview of the CCGPS for grades K-8 beginning January 2, 2012 and continuing throughout the school year. This training, along with on-

site, job-embedded coaching, will provide teachers with an understanding of the standards, how the standards will affect new assessments, and how teaching techniques and strategies will have to change to meet new expectations

Rigor. Improving the rigor of student tasks has been a focus in Georgia as well as Cartersville City School System. Much of the training involved information about Depth of Knowledge Levels and how those levels align with Bloom's Taxonomy and other critical thinking plans. Tasks were studied for rigorous cognitive demand as well as student response demand. Pre-K-12 teachers are working to increase rigor in daily assignments, projects and assessments. The Common Core Training beginning in January will provide teachers with even more information and practical applications for rigor in all classrooms.

Preferred method of delivery of professional learning. Based on responses from teacher surveys, the staff prefers small amounts of training followed up by job-embedded coaching/support. This allows time to internalize content presented and begin the process of implementing new strategies and ideas. This method of delivery aligns with the propose training in the Striving Readers grant.

To better address the strains of teacher scheduling, webinars in 15, 30 or 45 minute windows will also serve as a platform for professional leaning. This enables Cartersville to give time sensitive coaching that best complements teacher planning and needs.

Programmatic professional learning needs. Each spring, all staff members complete a survey to identify needs for additional professional learning that will be meaningful to the staff and enhance student achievement. Overall survey results are listed in the table below and support the following professional learning:

- Renewing an emphasis on writing at all grades due to the emphasis on writing with CCGPS and the PARCC assessments.
- Instituting a formalized, research-based framework for effective PLC collaboration that has proven experience raising student achievement.

- Digging deeper into the CCGPS and PARCC as they apply to content areas.
- Continuing support for effectively implementing technology to support student engagement and facilitate tiered learning.

Table 15: Survey Results

Needs Assessments to Determine Professional Learning Needs					
Spring 2011					
% Agreeing this is important or very important	CPS	CES	CMS	CHS	District
On-going professional learning activities and programs	86%	82%	68%	83%	81%
Support for new/experienced teachers	91%	85%	89%	81%	87%
Assessing student achievement	89%	88%	73%	87%	85%
Implementation of effective teaching practices	94%	87%	82%	90%	88%
Differentiating instruction for students	95%	86%	75%	73%	86%
Insuring equal access to quality instruction to all groups of students	88%	93%	84%	75%	85%
Strategies and programs for closing the achievement gap	86%	89%	80%	66%	81%
Use of instructional technology	79%	89%	86%	94%	87%

K. Assessment/ Data Analysis Plan

CCS lacks a universal screening plan that provides data needed to communicate and address the unique instructional needs of each child. The following universal assessment plan, clearly providing articulation from grades Pre-K-12, will be implemented.

Table 16: Assessment/ Data Analysis Plan

Assessment	Purposes	Skills Measured	Test Frequency	Application
Birth – Age 3				
DP-3	S	Dev. & Function	2 X per year in 3 year old programs	New
Pre-K				
PALS-Pre-K	S, PM, O	AK, PA, CoP, OL	3X per year	New
PPVT4 Form A/B	S, PM, O	V, OL	2 X per year	New
CLASS	T-S Interactions	AK, COP, PA, V, PN, Fine Motor Skills, Counting & Shape Identification	1X per year	Continue
K-2				
CCS Readiness Inventory for K	S	AK, COP, PA, V, PN, Fine Motor Skills, Counting & Shape Identification	1 X per year prior to Kindergarten entry	Continue
DIBELS Next/ AIMSWEB	S, PM, O	AK, LNF, PA, NWF, OL, RC	3 X per year	New
IPI	D	NWF & Decoding	As needed for RtI	New
G- KIDS	S, PM, O	CCGPS- assessment for 1 st grade readiness	Ongoing during Kindergarten year	Continue
On the Mark	S	ORL	4 X per year	Will be replaced with DRA 2
Development Reading Assessment (DRA) 2	D	RC & ORL	3 X per year	New

CRCT and CRCT –M	O	ELA, Reading, Math	1 X per year	Continue
3-5				
Development Reading Assessment (DRA)	D	RC & ORL	3 x per year	Continue- will upgrade to DRA2 for 2012- 2013 school yr
CRCT and CRCT –M (for Reading, ELA & Math only)	O	ELA, Reading, Science, Social Studies, Math & CCGPS	1 X per year	Continue
IPI	D	NWF & Decoding	3 X per year	New
Writing Assessment for Grade 3 & 5	O	Informational & Persuasive Writing	1 X per year	Continue
DIBELS Next	S, PM, O	AK, PA, NWF	3 x per year	New
SRI	S, PM, O	RC-Inferential	As needed for RtI	New
6-8				
SRI	S, PM, O	RC-Inferential	3 X per year	Continue
CRCT and CRCT –M (for Reading, ELA & Math only)	O	ELA, Reading, Science, Social Studies, Math & CCGPS	1 X per year	Continue
DRA 2	D	RC & ORL	As needed for RtI	New
8th Grade Technology Assessment	O	Technical literacy for the 21 st Century	1 X per year	Continue
8th Grade Writing	O	Expository & Persuasive Writing	1 X per year	Continue

Assessment				
9-12				
SRI	S, PM, O	RC-Inferential	3 X per year	New
AP Exams	O	Content knowledge in AP course	1 X per year	Continue
Career and Technical Education Assessments	O	Automotive, Business Education, Microsoft Office, Nursing Assistant	1 X per year	Continue
EOCT	O	9 th Literature, American Lit, Biology, Physical Science, Economics, U.S. History, Math I & II	1 X per year	Continue
GHSGT	O	ELA, Math, Science and Social Studies	1 X per year	Continue
GHSWT	O	Persuasive Writing	1 X per year	Continue
PSAT	D	Math & Verbal	2 X during HS	Continue
K-12				
ACCESS for ELLs	S	Language	1 X per year	Continued
WAPT	S	Language acquisition	1X during enrollment	Continue
Georgia Alternative Assessment (GAA)	Portfolio of student work samples to capture student learning and IEP progress for students with profound disabilities.	Reading, ELA, Math, Science & Social Studies	Ongoing	Continue
GA Online Assessment	D	G, PA, P, RC, V ELA, Reading, Science, Social Studies, Math & CCGPS	3 X per year	Current

KEY

LNF- Letter Naming Fluency, AK-Alphabet Knowledge, P- Phonics, PA-Phonological Awareness, CoP-Concepts of Print, OL-Oral Language, PN-Picture Naming, G- grammar, A&R-Alliteration and Rhyming, NWF- Decoding, ORL- Oral Reading Fluency, V-Vocabulary, RC-Reading Comprehension, CCGPS- Common Core Georgia Performance Standards, **S**=Screening, **PM**=Progress Monitor, **O**=Outcome Based, **D**=Diagnostic; IPI-Informal Phonics Inventory, SRI-Scholastic Reading Inventory

Current data analysis protocol. Data is made available through a multitude of resources. CCS utilizes Thinkgate, a data warehouse program that stores current and historical state test data. Thinkgate disaggregates data and creates benchmark assessments to monitor student progress. All student record information that is sent to the state is reported on the State Longitudinal Data System (SLDS). SLDS creates reports and disaggregates information such as enrollment data, attendance data, state test data and lexile levels. The information is broken down by student, school, and district level. The Office of Curriculum & Assessment maintains the data file and provides analysis, comparison, longitudinal, cohort and grade level data to be used. This data is then disseminated from the Office of Curriculum & Assessments for further review with individual classroom teachers, parents, and students at school board meetings, system administrative meetings, school leadership meetings, parent council meetings, and grade level/departments meetings..

Comparison to SRCL assessment plan and new assessment schedule. CMS will continue to use SRI as a screening tool three times per year. To reflect continuity and introduce a diagnostic based assessment, the DRA is being introduced. In order to better serve the specific needs of individual students this assessment will be used for RtI. The introduction of these assessments allows us to be more proactive, identifying and monitoring students before they fail. We will use the current assessment schedule as guide and make accommodations for the new DRA2 as needed for individual students.

Assessments to be discontinued. No current assessments being implemented will be discontinued. CMS will only be introducing the DRA 2 as needed for RtI.

Training necessary for new assessments. Teachers will receive training to ensure accuracy of test administering. Additionally, training will be provided to support the collection, organization, interpretation, and use of the data to guide instruction and intervention. It is important that our teachers understand how to use the data for *Making It Personal* for their students – ensuring student success.

Sharing data with parents and stakeholders. Parents will receive data about their child’s progress on report cards and progress reports. During Parent Teacher Conferences, teachers will explain each assessment and interpret results. Student progress data is also available through our student information system “Parent Portal.” Assessment data is also critical during RtI/Due Process meetings. The classroom teacher, counselors, and administrator, Special Needs Director or Literacy Coach, use data to determine intervention services. It is critically important that all stakeholders understand the meaning of the data and know how to use it to plan next steps in a child’s education. With the Striving Readers Grant and assistance from the State, our staff will receive training on how to interpret and use data as they communicate that with their parents and colleagues.

L. Experience of the Applicant

CCS has experience operating successful grant projects, as indicated by the table below:

Table 17: Other Initiatives

Other Initiatives	Description	Funding Sources
Math & Science Partnership Grant	CCS shares a federal grant with Kennesaw State University for our Math and Science teachers to attend training three times during the school year and a 2-week Summer Institute on planning instruction and teaching math and science in the standards based classroom.	\$442,072
Federal Perkins Grant	Provides Industry Certified Career Technical courses to prepare students for the workforce. Students enrolled in career pathway courses (engineers, video production, automotive, business/entrepreneurship, nurse assistant) can receive certification that allows them to go directly from CHS into their career. Through the program they receive a certificate to immediately enter the workforce with the necessary skills.	\$71,435

Back Pack Buddies Grant	To ensure students receiving free/reduced lunch have food on the weekends, a backpack full of food is provided to take home on Friday.	\$6,000
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Initiatives implemented with no outside funding support. During summer 2010, Cartersville City Schools was granted a 5-year System Charter under provisions of Georgia law and Georgia State Board of Education regulations. Cartersville is the 9th school system in the state to be granted a system charter. The flexibility granted to the system under the charter focuses largely on the scheduling of students, class size initiatives, and funding.

To sustain a high level achievement for all students Birth- 12th grade, CCS had established community-based relationships with local churches, the Boys and Girls Club and Etowah Public Housing to reach students before school enrollment and after school hours. Cartersville trains volunteers in these programs to provide tutorial services. Through this relationship and without additional funding, we ensure the support students get outside of the school closely links to what we are doing in the math and ELA classrooms.

Our teachers have attended Department of Education training on the system-wide implementation of Georgia Performance Standards and redelivered the training to fellow teachers in-house. Internally, our staff has reviewed every performance standard, identified what the student needs to know and be able to do, developed curriculum maps/pacing guides, and developed instructional units aligned with the curriculum maps.

Capacity to coordinate resources. Over the past nine years we have received a total of \$200,000 in funds used for student incentives, curriculum materials, fliers, student education, and teacher education focused on the topic of Character Education. Working in conjunction with community stakeholders from business, industry, civic organizations, clergy, and parent/student organizations, we have a list of 10 character words we think exemplify the “desired characteristics” of our community. Community wide, we

emphasize one of these words each month during the school year. We currently fund the program with local funds and funds raised by students (selling magazines, wrapping paper) and schools (picture money) reaching out to the community.

A great example of *Making It Personal* is our **Feed the Children Summer Program**. Many students in the district do not have access to nutritious meals when school is not in session. CCS coordinated with local churches and volunteers to deliver all the food to locations throughout the entire community. Children from birth through age 18 are provided two free meals a day throughout the entire summer and receive food packets to take home during the school year. In the summer of 2010 we served 242,796 meals and in the summer of 2011 we served 211,948 meals. There are currently 68 students receiving weekend food packets.

GateKey Scholars is a response supported by the community to help students in poverty attain a free college education. Georgia Highlands College and Chattahoochee Technical College agreed to charge half of the required tuition if we could fund the remainder. A total of \$696,400 has been raised to support this initiative. We currently have 59 GateKey Scholars. GateKey provides funds for tuition and a book allowance.

Sustainability. Our vision—*Making It Personal*—defines our approach to sustainability. We find a way to fund projects that have a positive impact on student learning and success. Examples of these initiatives include:

- Continuing to administer the PSAT and AP exams even after the state cut funding.
- Incorporating the salary for an Intervention Specialist and Adaptive Physical Education specialist for students with profound disabilities into operating budget.

- Our budget process is based on student outcome data. If we find something that is working for our students, we reorganize our budgets. If that is not possible, we raise funds in our community and reach out for local partners and support.

Audit Findings for the Past 5 Years

Since 1997, CCS has received a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States of America. This award is based on a review of the system's Comprehensive Annual Financial Report (CAFR). The CAFR is judged by an impartial panel and is the highest recognition in the areas of governmental accounting and financial reporting. Its attainment represents a significant accomplishment by the school system and its financial management team.

Cartersville City School System has maintained a strong audit history for Pre-K-12 for the past 5 years. Our Finance Director, Richard Dyke, has been with CCS for 14 years. From 1991-1997, Mr. Dyke was with the state auditor department. During his tenure, CCS has had only one finding in our entire federal, state, or local grant finding. In 2009, an audit by the US Department of Education, IDEA, (CFDA #84.027, #84.173) for \$681,576 was cited. The audit found the Period Certification Form was not correct, as Management was not aware of the time and effort requirements of the OMB A087, Cost Principles. The finding was corrected immediately and removed in the 2010 audit. In 2009 we continued to maintain CAFR status.

M. Resources

Adequacy and Coordination of State, Federal, Local Resources and Integration with Existing Programs and Family Literacy Services

Alignment plan. The following table describes how CCS uses federal funds. The SRCL grant will supplement activities and resources provided through Title I and Title II programs. Grant activities will address literacy components through extensive professional development on collaboration, data

utilization, integration of technology, and literacy across all content areas. Digital tools that support intervention and student engagement will be provides as well and as universal screeners implemented system-wide.

Table 18: Use of Federal Funds

	Title I Funds	Title II Funds
LEA	<p>ARRA funds used for professional development, all other Title I funds used for staffing and indirect costs.</p> <ul style="list-style-type: none"> • 25% salary for Title 1 Director • 25% salary for clerical staff • Indirect Costs • 50% salary for Parent Involvement Coordinator • General Supplies • System Professional Learning 	<p>Substitutes Teachers and fees for the following Professional Learning activities: Math and ELL Conferences, GPS Alignment, Analyzing Data, and Standards Based Instruction workshops</p> <ul style="list-style-type: none"> • Extended Day salary for High School teacher • Teacher Mentor program • Administrator’s Book Study
CPS	<p>Teachers, math, and literacy coaches</p> <p>Expendable Equipment and supplies</p> <ul style="list-style-type: none"> • Salaries for 2 Academic Coaches • 50% salary for Instructional Lead Teacher • Salaries for 2 intervention teachers • Instructional technology 	<p>Substitutes Teachers and fees for the following Professional Learning activities: Math, ELL, and SWD Conferences, GPS Alignment, Analyzing Data, Workshops</p>
CES	<p>Teachers, math, and literacy coaches</p> <p>Expendable Equipment and supplies</p> <ul style="list-style-type: none"> • Salaries for 2 Academic Coaches • 50% salary for Instructional Lead Teacher • Salaries for 3 intervention teachers • Instructional technology 	<p>Substitutes Teachers and fees for the following Professional Learning activities: Math and ELL Conferences, GPS Alignment, Analyzing Data, and Children of Poverty Instruction workshops</p>
CMS	<p>Math and literacy coaches</p> <p>Expendable Equipment and supplies</p>	<p>Substitutes Teachers and fees for the following Professional Learning activities: Math and ELL Conferences, GPS Alignment, Analyzing Data, and Standards Based Instruction workshops</p>

	<ul style="list-style-type: none"> Salaries for 2 Academic Coaches Instructional technology 	<ul style="list-style-type: none"> Supplement for Special Education teachers getting content area certification
CHS	<p>Not a Title I school</p> <p>Receives \$7,000 for homeless students</p>	<p>Substitutes Teachers and fees for the following Professional Learning activities: Math Conferences, GPS Alignment, Analyzing Data, and Standards Based Instruction workshops</p> <ul style="list-style-type: none"> Supplement for Special Education teachers getting content area certification

Table 19: Resources of Each Building

	Pre-K	Primary	Elementary	Middle	High
Computer Labs		X	X	X	X
Leveled Book Room		X	X		
Media Center	X	X	X	X	X
Science Labs					X
Technology Room		X			
Instructional Resources for Career Pathways				X	X

Supplement not supplant. *Making It Personal* is designed to complement, promote, and extend a variety of existing literacy and technology initiatives in Cartersville City School System. Our proposal represents taking the next steps in preparing our teachers for the rigor and relevance of the CCGPS and the College and Career Readiness standards. The foundation was laid in customized Professional Development and onsite job-embedded coaching that was sustained from Federal (Title I ARRA, Title I & II) funds. Next steps will introduce our PLCs as the vehicle for further growth in literacy by allowing teachers to have the time, support and resources they need to create an environment of personalized

success. This process represents a scientifically-based approach to allow teachers to study their instruction, analyze student work and identify the necessary steps for further improvement.

Adding value to existing resources. *Making It Personal* brings added value to existing resources in deep and meaningful ways that include the following:

- **Institutionalizing a framework for collaborative practices** will distribute leadership and empower all educators to effectively use data to analyze needs, plan strategically, measure effectiveness, and then determine next steps while fostering an atmosphere of support and collaboration among teachers. This will inculcate a culture of continuous improvement at the district, school, and classroom level that can be easily sustained and allowed to permeate new hires through modeling and mentorship.
- **Increasing lexile levels of students** by providing individualized interventions, instruction, and more complex text including more informational text with increasing text complexity will move all students closer to college and career readiness.
- **Integrating literacy instruction**, particularly at the middle and high school with their departmentalized structure, will give purpose and meaning for literacy skill development and prepare students for the rigor of common core. Integrating instruction fosters a culture of learning based on literacy across all content areas and grade levels and increasing the number of students who are college and career ready.
- **Providing training and resources** to teachers to create high-quality lessons and rigorous instructional units closely aligned with literacy standards of the CCGPS; use data to create individualized responses to students' needs; and ensure that teachers in all content areas develop the knowledge/skills to foster a student's ability to read, write and communicate in the various disciplines will allow teachers to incorporate more complex informational text in instructional units preparing students for their next steps—college readiness and career pathways.

- **Adding rigor and improving reading and writing skills** will increase success rate of students enrolling in post-secondary institutions or entering the workforce/military.

N. Management Plan and Key Personnel

Management Plan. *Making It Personal* creates a three-tiered governance structure within Cartersville School System that distributes leadership to the classroom level. At the classroom level, teachers will participate in PLC to analyze data and determine instructional delivery. At the school level, the teacher-leader for each of the PLCs will participate in the school's SLT, which will oversee the implementation of *Making It Personal* at their building with a close eye to the data. At the district level, each facilitator of the school's SLT, joined by representatives for ELLs and students with special needs, will participate in the CSSLC to oversee our grant progress and analyze data to inform continuous improvement.

Program Personnel. Peggy Cowan, the Director of Curriculum and Accountability, will serve as the manager for *Making It Personal*. A veteran of 27 years with Cartersville, she has been in her present role 12 years and has two Educational Specialist degrees: one in Leadership and the other in Media. Under her direction, CCS coordinated and implemented the Georgia Performance Standards system-wide. Her responsibilities include working with our schools on identified needs and overseeing all testing for the system. As the Director for Title I & III, she is responsible for the budget, funding, implementation, paperwork and is the primary developer for this proposal. All data management and reporting, including that needed for AYP and verification of status as well as K-12 Curriculum and its implementation, is part of her duties. Mrs. Cowan can connect with both teachers and administrators in CCS as she has served in their roles. Prior to taking on her current position, she was a building level administrator for 8 years (Principal at CES for 6 years and Asst. Principal at CPS for 2 ½ years) and taught grades 1-5. As principal, Mrs. Cowan led the initiative for CES becoming a charter school in the state of Georgia.

Mrs. Cowan will facilitate the CSSLC and be supported in managing this grant by the members of this committee (listed below) and the three-tiered governance structure discussed above.

Table 20: Personnel Managing Grant

Title	Individual Responsible	Supervisor	Striving Readers Responsibilities
Curriculum & Assessment Director	Peggy Cowan	Dr. Howard Hinesley. Superintendent	Project Manager and oversee all aspects of the grant including scheduling PD and training
Purchasing			Construct budget and ensure compliance and timeliness of orders/reports.
Financial Director			Richard Dyke
ELL Coordinator	Paula Camp	Peggy Cowan, Director of Curriculum and Accountability	Represent interests/ needs of ELL; further communication and support.
Director of Special Programs	Susan Tolbert	Dr. Howard Hinesley, Superintendent	Represent interests/ needs of special needs students; further communication and support.
Pre-K Site-Level Coordinator	Wesley Cupp	Walter Gordon, CPS Principal	Leader for each school in regard to dissemination of data, resources and information; co-facilitator (w/principal) of their school's SLT
Primary Site-Level Coordinator	Bertha Nelson		
Elementary Site-Level Coordinator	Eppie Snider	Ken MacKenzie, CES Principal	
Middle School Site-Level Coordinator	Brenda Campbell	Jeff Hogan, CMS Principal	
High School Site-Level	Bryan Edwards	Jay Floyd,	

Coordinator		CHS Principal	
Technology Coordinator	Sheryl McDonald	Ken Clouse, Asst. Superintendent	Ensure digital tools are purchased and installed before beginning of school year; coordinate necessary PD surrounding technology solutions; serve as a resource for instructors.

Commitment to project. In planning *Making It Personal*, district leadership considered the commitment and capacity of each school to implement change. As a prerequisite for participation in *Making It Personal*, 100% of teachers in our schools and district personnel signed a commitment form that indicated their support of the goals of this Striving Readers project.

The community plays a large role in supporting the literacy initiative and *Making It Personal*. This is shown through attendance in School Board meetings, survey responses and community partnership and resources. Taking an active role in their student’s success enables CCS to create an engaging environment and consistently raise the bar for student achievement in and outside of the classroom. In addition, the Mayor of Cartersville and the Bartow County Commissioner jointly signed a letter of commitment supporting the Striving Readers literacy initiative.

O. Sustainability Plan

The framework we have chosen to institute for our collaborative decision-making includes a step-down approach that will gradually transition the responsibility for school-site services from an on-site consultant to a district/school "in-house" advisor, and in doing so uses existing local knowledge to provide and sustain the model.

As part of this model, one or more of our school or district personnel will be selected, trained, and certified to become an “in-house” advisor and replace the site-level support services.

An in-house advisor typically devotes approximately 20 percent of his/her time to this role. The in-house advisor ultimately assumes responsibility for most school-site services.

Making It Personal invests heavily in professional learning for our leaders and teachers. Given our 95% teacher retention rate, we believe we are investing in educators who will continue to our students and mentor new faculty members who come on board. They will be on hand to model and coach, and more likely to do so given our continued focus on collaborative planning. Most importantly, the collaborative framework inspires a **culture of continuous improvement** that will permeate our district and schools without the need for additional funding.

The three-tiered governance structure (CSSLC, SLT, PLC) can continue to function when funding ends and be the appropriate decision makers for deciding what pieces of this comprehensive endeavor continue through alternative funding. They will also seek out additional funding from local, state, and federal funding based on our success at ***Making It Personal*** for all of our students.

- Plan for sharing lessons within the LEA
 - Create the capacity for teachers to work collaboratively to improve teaching and learning
 - Share rigorous instructional units integrated with literacy skill development
- Plan for extending assessment practices beyond the funding period
 - The system will use either Title I funds or local assessment funds to continue the assessment practices beyond the funding period
- Plan for extending professional learning practices beyond the funding period
 - The grant will be used to train teachers to become instructional leaders within their department/grade level. It is anticipated that they will provide support and training for new teachers and colleagues.

- Model literacy classrooms will be established and will serve to provide training for other professional staff

IV. Budget Narrative

Striving Readers Grant funds will be used for the following:

1. Salaries: Whenever possible, CCS will schedule training during in-service days. However, when that is unavoidable, substitute teachers will be provided for teachers receiving training during regular school days.

2. Stipends and Travel: Teachers attending system and GADOE-sponsored summer training will receive a stipend and travel costs will be reimbursed by the system.

3. Indirect Costs: Funds based on the state approved Indirect Cost rate for our district will be budgeted in the grant.

4. Appropriate Literacy Instruction: The grant proposes to purchase universal screeners to measure developmental functions as well as mastery of literacy components needed to inform instruction and individualize interventions for each child. At a minimum, screeners covering all age appropriate literacy standards will be administered three times per year. Those students experiencing difficulties will be screened more often and in more depth.

5. Professional Learning: The rigor of the GPS will necessitate a change in our instruction for children. Our children will be challenged to develop cognitive skills through reflective thought, analysis, problems solving, evaluation, and creativity. Interwoven in this common core curriculum is the emphasis of literacy components that cross all subject areas. Teachers will need training to develop evidence-based instructional frameworks and assess effectiveness of learning through collaboration as they assess student needs, plan targeted instruction, and analyze results of instruction. Teachers will be involved in training; accompanied by job-embedded coaching to expand academic vocabulary, implement literacy across all content areas, integration of technology in instruction, and develop performance-based assessments.

6. Interactive Web-Based Software: When students are struggling with content or are at-risk of failure, self-paced digital intervention tools are both engaging and prescriptive. The grant would provide comprehensive research-based software designed specifically to deliver instruction addressing the specific learning needs of each child. Students will receive targeted instruction in a non-threatening environment that encourages them to take personal responsibility for their own learning. Writing-specific software, similar to what is projected to be used by PARCC in their assessment of students, will be provided to students. When writing in all content areas, students will receive immediate analysis and critiques of their writing. This software will also support the content area teacher who is apprehensive about the integration of writing in their daily instruction.

7. Technology: We are currently using 20th century tools and resources to teach the 21st century child. While these resources may work for some students, the majority of students are engaged in and motivated by the digital world. Effectively teaching the CCGPS and preparing our students for college and careers, will necessitate employing different modalities and providing students with real-world experiences integrated with digital components. The grant will provide interactive platforms, electronic tablets, mobile labs, E readers, and document cameras. Teachers will also be provided electronic tablets to immediately access student data, provide real-time tracking of student progress, maintain portfolios, share instructional strategies with colleagues, provide reflection, and receive individualized professional learning.

8. Evaluating Teacher Effectiveness: Software for administrators to use as they conduct walkthroughs will be provided by this grant. A web-based tool will capture and share teacher effectiveness data and encourage personal reflection to ensure continuous professional growth. The tool will also provide a running record of professional growth.

9. Information and Literary Text: Each month, the entire school will read a selected text, designed to stimulate discussion and prompt students to respond to the text. The hallways will be lined with student responses and classroom word walls will include academic vocabulary from the text. Grant funds will be used to purchase these texts.

The majority of children of poverty do not have access to books needed to enhance the early literacy development necessary for school readiness. CCS has a program that feeds needy children on weekends and during the summer. Paperback children's books, along with a pamphlet suggesting ways to use the book, will be included in food packages. Parents receiving these packages will also be invited to attend special programs designed to help support their child's literacy development. Older siblings or adults in the home will be encouraged to read the books to younger children. Parents receiving support services our partnering community agencies will be given children's books when receiving literacy development training.

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