

**GEORGIA DEPARTMENT OF EDUCATION  
Striving Readers Comprehensive Literacy  
Program**

**LEA Grant Application  
System Cover Sheet.**

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

<b>DOE Use Only</b> Date and Time Received:		<b>DOE Use Only:</b> Received By:	<b>DOE Use Only:</b> Project Number
School Name: Cartersville High School		Total Grant Request: \$500,000	
System: Cartersville City Schools		<b>School Contact Information:</b>	
		Name: Jay Floyd	Position: Principal
<b>Number of Students</b>		Phone Number: 770-382-3200	Fax Number: 770-382-0701
	1093	Email Address:  jffloyd@cartersville.k12.ga.us	
<b>Number of Teachers</b>			
	60		
Free/Reduced Lunch %	43.65%		
Principal's Name:  Jay Floyd		Other Reform Efforts in School:  System Charter awarded by the State Board of Education	
		Principal's Signature: 	



<b>2011</b>	60%	Made	9	2.6%	9	2.9%	6	2.2%	85.6%
<b>2010</b>	59%	Did Not Make	12	4%	23	8%	17	6%	78.7%
<b>2009</b>	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 High School (CHS) serves approximately 1,095 students in grades 9-12. We have been recognized twice as a Georgia School of Excellence. The faculty, administration, and staff emphasize that excellence is attainable by everyone and emphasis is placed on use of quality instruction time and the overall learning process. At CHS, we take pride in our well-rounded programs emphasizing academics, career readiness, athletics, and the fine arts. CHS offers Honors, Advanced Placement, and Technical classes. Currently, the attendance rate is at 96%, which plays a strong role in 84% of our graduates going on to attend a two- or four-year university.

At CHS 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. Community stakeholders and parents are invited to serve on our Advisory Council and volunteer in school activities.

### **A. Analysis and Identification of Student and Teacher Data**

Data sources used in our needs assessment include the following:

**Table 2: School Information**

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

Demographic Information	Pre-K & 3 yr Olds	CPS	CES	CMS	CHS	District Average
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%
<b>English Language Learners (ELL)</b>						
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%
<b>AYP Status</b>						
2010-2011	n/a	Made	Made	Made	Made	Made
2009-2010	n/a	Made	Didn't Make	Made	Did not Mak	Made
2008-2009	n/a	Made	Made	Made	Did not Make	Did not Make
<b>Teacher Data</b>						
<b>Retention Rate</b>						
2010-2011	81%	96%	98%	97%	97%	97%
2009-2010	81%	96%	98%	95%	98%	94%
2008-2009	81%	96%	95%	95%	95%	94%
<b>Participation in Professional Learning Communities (PLCs)</b>						
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**

<b>Graduation Rate</b>			
	<b>High School</b>	<b>District Average</b>	<b>State</b>
2010-2011	85.6 %	85.6%	80.9%
2009-2010	78.7%	78.7%	80.8%
2009-2008	84.3%	84.3%	78.9%
<b>Dropout Rate</b>			
	<b>Grade 6-12</b>	<b>Grade 9-12</b>	<b>State</b>
2010-2011	2.70%	4.26%	Has not been released
2009-2010	2.25%	3.57%	3.60%
2008-2009	2.71%	3.91%	3.80%

<b>GHS GT- ELA &amp; Reading</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
	<b>DNM</b>	<b>M</b>	<b>EXC</b>	<b>DNM</b>	<b>M</b>	<b>EXC</b>	<b>DNM</b>	<b>M</b>	<b>EXC</b>
<b>All Students</b>	5.5%	36.6%	58%	9.1%	35.4%	55.6%	8.1%	34.3%	57.6%
<b>Black</b>	15.1%	50.9%	34.0%	15.7%	45.1%	39.2%	14.6%	46.3%	39.0%
<b>Hispanic</b>	5.0%	50.0%	45.0%	23.1%	57.7%	19.2%	25.0%	40.0%	35.0%
<b>Multi-Racial</b>		57.1%	42.9%	6.2%	37.5%	56.2%		66.7%	33.3%
<b>White</b>	1.9%	28.8%	69.2%	4.8%	27.2%	68.0%	3.7%	30.1%	66.2%
<b>Students with Disabilities</b>	66.7%	8.3%	25.0%	35.7%	35.7%	28.6%	50.0%	41.7%	8.3%
<b>ELL</b>	80.0%	20.0%		83.3%	16.7%		100.0%		
<b>Economically Disadvantaged</b>	8.3%	52.4%	39.3%	44.2%	44.2%	38.9%	17.1%	44.3%	38.6%

<b>GHS GT- Math</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
	<b>DNM</b>	<b>M</b>	<b>EXC</b>	<b>DNM</b>	<b>M</b>	<b>EXC</b>	<b>DNM</b>	<b>M</b>	<b>EXC</b>

<b>All Students</b>	5%	27.3%	67.8%	18.6%	19.8%	61.6%	22.8%	11.2%	66%
<b>Black</b>	13.3%	37.8%	48.6%	12.7%	65.5%	21.8%	17.5%	61.4%	21.1%
<b>Hispanic</b>	15.0%	30.0%	55.0%	17.9%	46.4%	35.7%	14.3%	50.0%	35.7%
<b>Multi-Racial</b>	14.3%	28.6%	57.1%		62.5%	37.5%	33.3%		66.7%
<b>White</b>	2.6%	20.5%	76.8%	3.4%	31.3%	65.3%	2.0%	40.4%	57.6%
<b>Students with Disabilities</b>	54.5%	18.2%	27.3%	37.5%	37.5%	25.0%	50.0%	50.0%	0%
<b>ELL</b>	40.0%	40.0%	20.0%	40.0%	40.0%	20.0%	40.2%	40.2%	40.2%
<b>Economically Disadvantaged</b>	12.0%	30.7%	57.3%	11.9%	52.5%	35.6%	15.1%	54.8%	30.1%

<b>GHS GT- Science</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
	<b>DNM</b>	<b>M</b>	<b>EXC</b>	<b>DNM</b>	<b>M</b>	<b>EXC</b>	<b>DNM</b>	<b>M</b>	<b>EXC</b>
<b>All Students</b>	4.6%	30.7%	64.7%	13.3%	36.5%	50.2%	13%	44.8%	42.3%
<b>Black</b>	9.1%	50.0%	40.9%	24.6%	57.9%	17.5%	24.6%	59.6%	15.8%
<b>Hispanic</b>	10.0%	45.0%	45.0%	28.6%	35.7%	35.7%	27.6%	48.3%	24.1%
<b>Multi-Racial</b>		28.6%	71.4%		12.5%	87.5%		66.7%	33.3%
<b>White</b>	1.9%	23.4%	74.7%	7.6%	30.3%	62.1%	6.0%	38.0%	56.0%
<b>Students with Disabilities</b>	25.0%	50.0%	25.0%	58.8%	17.6%	23.5%	54.5%	36.4%	9.1%
<b>ELL</b>	40.0%	60.0%	0%	75.0%	0%	25.0%	60.0%	40.0%	0%
<b>Economically Disadvantaged</b>	7.8%	44.2%	48.1%	22.5%	41.2%	36.3%	26.6%	48.9%	24.5%

<b>GHS GT- SS</b>	<b>2011</b>			<b>2010</b>			<b>2009</b>		
	<b>DNM</b>	<b>M</b>	<b>EXC</b>	<b>DNM</b>	<b>M</b>	<b>EXC</b>	<b>DNM</b>	<b>M</b>	<b>EXC</b>
<b>All Students</b>	29.4%	34.5%	36.1%	28%	42.5%	29.5%	12.4%	53.1%	34.4%

<b>Black</b>	49.0%	36.7%	14.3%	49.2%	42.4%	8.5%	21.4%	71.4%	7.1%
<b>Hispanic</b>	36.4%	50.0%	13.6%	41.4%	48.3%	10.3%	26.7%	46.7%	26.7%
<b>Multi-Racial</b>	28.6%	42.9%	28.6%	6.3%	43.8%	50.0%		66.7%	33.3%
<b>White</b>	21.1%	32.9%	46.0%	19.7%	40.8%	39.5%	6.6%	47.4%	46.1%
<b>Students with Disabilities</b>	78.6%	7.1%	14.3%	70.6%	17.6%	11.8%	54.5%	36.4%	9.1%
<b>ELL</b>	80.0%	20.0%		60.0%	40.0%		60.0%	40.0%	
<b>Economically Disadvantaged</b>	41.9%	41.9%	16.3%	42.9%	41.0%	16.2%	25.3%	57.9%	16.8%

## 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
- Parent, teacher, and student input from AdvancED Stakeholder surveys
- Comparison of dropout rates over the last three years
- 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 grant. 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 whose families were struggling during these trying economic times were not just slipping through the cracks, but were actually dropping out of school altogether? 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). An examination of this data seemed to confirm that we are losing students in a number of sub-groups as they get old enough to quit school.

This was a wake-up call to our Literacy Committee to determine a plan to reverse this process. While an initial look at GHSGT and EOCT scores shows 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 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 level 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 CHS members are listed in table 3.

**Table 4: Needs Assessment & System Literacy Committee**

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

Name	Title	Role/ Responsibility
<b>Elementary (3-5)</b>		
<b>Heather Hayes</b>	Math Coach	Represent core academic teachers
<b>Eppie Nelson</b>	Assistant Principal	Site level coordinator
<b>Beth Weathersby</b>	Literacy Coach	Leads PLC
<b>Ken MacKenzie</b>	Principal	Grant Manager for School
<b>Middle (6-8)</b>		
<b>Michelle Gambill</b>	Instructional Lead Teacher	Represent core academic teachers
<b>Brenda Campbell</b>	Assistant Principal	Site level coordinator
<b>Randi Sonenshine</b>	Literacy Coach	Leads PLC
<b>Jeff Hogan</b>	Principal	Grant Manager for School
<b>High (9-12)</b>		
<b>Bryan Edwards</b>	Assistant Principal	Site level coordinator
<b>Bobby Timms</b>	Science Department Chair	Represent core academic teachers
<b>Linda Templeton</b>	ELA Department Chair	Lead PLC
<b>Jay Floyd</b>	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 10 years the percentage of students qualifying for free and reduced lunch has increased nearly 18% systemwide (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 CCS 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 the needs. These demographic changes put a strain on limited resources and increase the demand on teachers and leaders to have the **training** to engage students and design instruction that supports students and their varied needs. 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), ELL, and 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 chart more specifically details how we have addressed research-based best practice in the past at CHS and what we plan to do with the support of the Georgia Striving Reader Comprehensive Research (SRCR) Project:

**Table 5: Cartersville High School**

Content Area	Research-based Practice	Steps Currently Taken	Steps to be Implemented through Striving Readers Funding
<b>Curriculum Needs</b>			
<b>Vocabulary</b>	<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>Content area instruction sometimes includes specific vocabulary development</p>	<p>Train teachers and implement strategies to attack and master more complex text and expand academic vocabulary</p> <p>Analyze data and student work in PLCs to determine student needs and evaluate instructional effectiveness</p> <p>Implement screening assessment to identify complex vocabulary deficits</p>

Content Area	Research-based Practice	Steps Currently Taken	Steps to be Implemented through Striving Readers Funding
<b>Text Complexity and Comprehension</b>		<p>Implementation of Georgia Performance Standards</p> <p>Piloting professional learning in reading instruction</p> <p>Data collected, lacking universal application and usage</p>	<p>Provide a variety of informational resources in all content areas to supplement textbooks</p> <p>Support and train all content area teachers in the use of screening tools, text complexity, and Lexile levels</p> <p>Expand use of researched based comprehension strategies to include all content areas</p> <p>Universal use of common formative and summative assessments</p> <p>Use data analyzed by PLCs to guide classroom instruction and develop individual interventions</p> <p>Effectiveness of instruction evaluated by review of student achievement data</p> <p>Address the rigor required by CCGPS standards as related to the goals for College and Career Readiness in PLCs as they develop instruction</p> <p>Increase instructional time to allow integration of reading and writing across the curriculum</p>

Content Area	Research-based Practice	Steps Currently Taken	Steps to be Implemented through Striving Readers Funding
<b>Writing in all Content Areas</b>	<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>Piloting the Writer’s Workshop model of instruction in some ELA classrooms</p>	<p>Encourage students to think deeper about content under study by requiring and analyzing student writing in all content areas</p> <p>Provide authentic, intensive purpose for writing in all contents area:</p> <ul style="list-style-type: none"> <li>- Varied writing tasks with specific purposes</li> <li>- Time for research, reflection, and revision</li> <li>- Grammar and conventions embedded in writing tasks</li> </ul> <p>Create system-wide articulation to support writing instruction</p>
<b>Technology Needs</b>			

<b>Increased Student Engagement</b>	<p>Utilize strategic tutoring for intense, individualized reading, writing, and content instruction as needed.</p> <p>Access to 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 on-line instructional programs for some content areas</p> <p>Four labs- 30 student computers in each lab</p> <p>White board – 34</p> <p>Document cameras- 16</p> <p>IPOD cart with 30 MP3 players</p> <p>IPAD – 54 – (25 used in as a pilot project for Freshman academy)</p> <p>Credit recovery using Plato and Georgia Virtual School</p>	<p>Engage, motivate and promote student responsibility for learning through digital formats</p> <p>Effectively use interactive white boards, document cameras, E Readers, tablets, and computers in instructional settings</p> <p>Offer enrichment and intervention through expanded use of technology to meet individual student needs</p> <p>Use web based software to support student 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 student growth and achievement and inform instruction</p>
-------------------------------------	---	--	--

**Professional Learning Needs**

<b>Professional Learning</b>	Faculty groups focused on studying and analyzing student work and data to plan for instruction and intervention on a individual student level	Implementing Standards Based Classrooms	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	Introduction to Common Core Georgia Performance Standards	<p>Train teachers to examine the rigor and relevance of the CCGPS and expectations of college and career readiness as they apply to all content areas</p> <p>Provide training in collection, analysis and use of formative and summative assessment data to inform instructional decisions regarding the need for intervention and evaluate effectiveness of instruction</p> <p>Train teachers to effectively integrate digital technology to support literacy in all content areas and motivate and engage of all learners</p> <p>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</p>

#### **D. Root Cause Analysis**

Our teacher retention rate of 97% over the last three years, indicates that teachers are experienced but they need to update instructional delivery skills to engage young learners and support literacy skills in all content areas. They consider themselves content experts and are quick to point out that they are not reading teachers.

Our disadvantaged student population drops for ELL (4%, compared to 15% at CES), students with disabilities (8%, compared to 12% at CES) and students eligible for free or reduced

lunches (44%, compared to 60% at CES). Teachers point to a lack of resources to engage and motivate our struggling learners that may be the root cause of students dropping out.

Change is coming as we recognize that while our staff feels they lack the knowledge to integrate literacy, our students need to know how to read to learn. If we are to prepare students for college or careers, they must have strong foundations in literacy in order to become lifelong learners. Professional learning and digital tools will support our teachers to integrate reading and writing in all core classrooms.

CHS will change from a 4 by 4 block schedule to a 7-period day so students will have ELA year-round and core classes will have more time to integrate literacy skills. Most teachers participate in collaborative planning but an evidence-based framework for teacher collaboration as the central mechanism for improving student achievement and overall school culture and functioning has not been instituted.

Our GHSGT and the EOCT 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. Given these root causes, we plan to:

- Create collaborative a 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 (interactive platforms and document projectors) that engage students.
- 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 Committee**

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 quickly realized the need to add other district administrators and representatives of other stakeholder groups from the schools. As we transitioned into the CSSLC, it has become apparent we will need to add parent and community representatives to participate in decision-making and help remove obstacles/barriers as they occur.

**Function.** The 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 12<sup>th</sup> 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 (PLCs). We decided to use a simple agenda record that will model what is expected at both the school and classroom level. This chart will be evidence that can be used during the evaluation to track our progress. The following are typical summary minutes of our meeting activities.

**Table 6: Typical Summary of CSSLC Meeting Activities**

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

Name	Title	Role/ Responsibility
Bryan Edwards	Assistant Principal	Site level coordinator
Bobby Timms	Science Department Chair	Represent teachers/Lead PLC
Linda Templeton	ELA Department Chair	Represent teachers/Lead PLC

<b>Jay Floyd</b>	Principal	Grant Manager for School
<b>Tan Downer</b>	Math Department Chair	Represent teachers/Lead PLC
<b>Rick Holsomback</b>	Social Studies Department Chair	Represent teachers/Lead PLC
<b>Marc Collier</b>	Career Pathway	Represent teachers/Lead PLC
<b>Jim Stanley</b>	Fine Arts	Represent teachers/Lead PLC
<b>Joe McMahon</b>	Foreign Language	Represent teachers/Lead PLC
<b>Pat Turner</b>	Media Specialists	Support Implementation of Plan

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. A sample of their meeting minutes is listed below.

**Table 8: Literacy Team Meeting Minutes Example**

<b>Facilitator/ Members Absent</b>	<b>Facilitator/ Members Absent</b>	<b>Topics, Duties, Completion dates</b>
<b>11/16/11</b>	Principal as facilitator	<b>Literacy Plans development:</b> <ul style="list-style-type: none"> <li>• Reviewed literacy components</li> <li>• Developed timeline for completion of literacy plan draft (due 12/6/11)</li> <li>• Reviewed GA Birth-Grade 12 Necessary Building Blocks</li> <li>• Outlined duties and timeline for completion of literacy plan</li> </ul>
<b>12/6/11</b>	Principal as facilitator	<b>Literacy Plans:</b> <ul style="list-style-type: none"> <li>• Reviewed draft literacy Checked alignment with GA Birth-Grade 12 Necessary Building Blocks</li> <li>• Corrected vertical alignment</li> <li>• Edited plans collaboratively</li> <li>• Corrections to be reported (due 12/8)</li> <li>• Identified budget needs</li> </ul>

**Professional Learning Communities (PLCs).** 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, 2007<sup>i</sup>; Saunders et al.,2009<sup>ii</sup>).

## F. Project Goals & Objectives

Based upon our needs assessment, three goals have been identified in Table 10 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 9: Funding Sources for Goals**

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

**Table 10: Goals and Objectives, Cartersville High School**

Goal and Objective	Indicator
<b>Goal 1: Improve literacy outcomes.</b>	
Student proficiency for all sub groups will improve 5% each year until all meet or exceed state standards	EOCT assessments
<b>Goal 2: Increase student engagement.</b>	
All students will use computer-assisted UDL technology for minutes each day to support literacy.	Purchasing records, observation during classroom walk throughs
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
<b>Goal 3: Institute Collaborative data-based practices.</b>	
Professional Learning Communities will collaboratively use data to plan instruction.	Record of Focus and Content Charts for PLC
CHS School Literacy Community (SLC) will meet monthly to collaboratively lead the literacy initiative using data-based practices.	Record of Focus and Content Charts for SLC

### G. Scientific, Evidence-Based Literacy Plan

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

#### 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 literacy 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 Workshop. (Evidence: observation during classroom walk through by PLC members including Principal)
  - c. **Teachers** strategically integrate writing across the curriculum. (Evidence: Monthly review of Lesson Plans by principal or Literacy Coach)

2. **Teachers and leaders** participate in customized training for transitioning to the CCGPS, incorporating the unit plan design from PARCC, including pacing guides to help teachers manage the content demands required for college and career readiness. This training includes following: ELA Standards, foundational overview, reading standards, writing standards, performance based assessments, speaking and listening standards, supporting academic behavior for student success, CCGPS for ELL and SWD need, ELA Standards for history and 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 SLT and PLC, workshop model, expanding academic vocabulary, using author and topic studies, using interactive platforms, and differentiated instruction for struggling students. (Evidence: Training Evaluations and Attendance Records.)
4. **Teachers** differentiate instruction.
  - a. Workshop model allows teachers time to meet with individual and small groups of students for targeted instruction based on specific needs identified from data. (Evidence: Monthly classroom walk throughs by administrator.)
  - b. Teacher effectiveness data are gathered during monthly classroom walk throughs. (Evidence: Teacher effectiveness data reports compiled by administrator.)
5. Digital tools and self-paced prescriptive software will provide support for differentiation.
  - a. Students are motivated and encouraged to become responsible for their own learning. (Evidence: Administrator reviews weekly class reports from digital tool.)
  - 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 (prior to implementation) to engage students at appropriate academic levels, 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 walk throughs by principal.)
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 walk throughs 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 SLT** instill 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 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 (PLC). (Evidence: Master Schedule.)
2. **Administrators and teacher-leaders** are trained to effectively lead collaborative SLT and PLC. (Evidence: Evaluations from 2 day Summer Institute, monthly on-site training/facilitation, 1 day Follow Up Institute.)
3. **Teacher-leaders** are identified to facilitate PLC and serve on the school's SLT. (Evidence: SLT Roster.)

4. The **principal and SLT** are supported by monthly on-site job-embedded coaching to lead the SLT and facilitate data-based decision making. (Evidence: Meeting dates/ attendance report.)
5. **Facilitators** institute common protocols that direct the work of the PLC and SLT. (Evidence: Observation of meetings; Record of Focus and Content Charts for PLC & SLT.)
6. Monthly reports of progress are shared at all levels. (Evidence: Completed Record of Focus and Content Charts for CCSLC, SLT, and PLC.)
7. PLC 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: Tracking Process Record.)

**Current Instructional Schedule.** Currently, CHS students in grades 9-12 receive instruction in four by four 90-minute blocks that permit them to complete a year-long course in a single semester. This scheduling provides 135 hours of instruction per class over a year's time and results in approximately half of our students enrolled in an ELA class in any given semester. To address the need for more literacy time in all content areas, the high school will change to seven period day starting in 2012-2013. This will mean that students receive 165 hours of instruction per class over the course of a year. All classes will meet daily for 55 minutes and the net result will be 30 more hours of instruction in every class. The additional 30 hours of instruction will be used to integrate literacy skills in each content area.

**Materials.** Materials used in core classes will continue to include the current adopted textbook and access to these many resources via the Internet in one of our four computer labs. Most of our classrooms have interactive platforms (34) and we share document cameras (16). An iPod cart with 30 MP3 players and some iPads (54) are traditionally reserved for the struggling student 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, 2007<sup>iii</sup>). 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 11: Literacy Plan for Tiered Instruction**

Cartersville High School is <i>Making It Personal</i>			
Literacy Plan for Tiered Intervention			
	Time	Personnel	Strategies

<b>Tier I</b>	<p>55 minute daily literacy block in English/language arts</p> <p>55 minutes for each of the following: Math, Science, and Social Studies will include regular opportunities for students to write across the curriculum and weave literacy instruction into all classes throughout the day</p> <p>Since all students will be enrolled in at least 5 courses where teachers will be trained to effectively integrate reading and writing in their content area.</p>	<p>Reading Consultant</p> <p>Literacy Coach</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</p>	<p>Workshop Model</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>
---------------	---	---	--

<b>Tier II</b>	<p>Same as Tier I, with an extended learning time provided in before or after school study halls for support as noted individual screening</p>	<p>personalized growth)</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 &amp; Spanish</p> <p>Classroom libraries (journals, eBooks, books, articles, newspapers, etc.)</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</p> <p>Embedded assessments</p> <p>Activating background knowledge, Student questioning, Searching for information, Summarizing, Organizing graphically, Learning story structure for literary materials</p>
----------------	--	-----------------------------	---

<b>Tier III</b>	Double period (110 minutes/day) for literacy acceleration course		In addition to Tier I & II instructional practices, research-based interventions as indicated in CHS RtI Handbook target the unique needs of each student. Tier III instruction is delivered in smaller flexible groups. Student progress is monitored weekly.  May lead to a referral for testing with system psychologist.
<b>Tier IV</b>	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,

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

**Current classroom resources.** An audit of system-wide resources is listed below:

**Table 12: Current Classroom Resources**

Current Classroom Resources	Pre K	CPS	CES	CMS	CHS
<b>Reading Egg</b>		X			
<b>Study Island</b>			X	X	
<b>Brain Pop</b>			X	X	
<b>Student Computers (2 per room)</b>	X	X	X	X	
<b>Science Kits</b>		X	X	X	

<b>Teacher Produced Materials</b>	X	X	X	X	X
<b>Textbooks &amp; all ancillary materials for all content areas</b>		X	X	X	X
<b>Classroom Libraries</b>	X	X	X		
<b>Smart Board</b>			Every classroom (50)	Science & Math only	50% of teachers

**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 chart below showcases those resources that are shared at each of the school sites.

**Table 13: Shared Resources**

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

<b>Level Book Room</b>		X	X		
------------------------	--	---	---	--	--

**Library resources.** The CHS collection’s average age is 20 years and there are 11.7 items per students. The library has 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, Ebooks, and iPads for students to use for podcasts.

**Resources need to implement the literacy plan including student engagement.** CHS struggles with identifying and engaging our students how 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, challenge them appropriately, and motivate students to learn. We will use technology to provide supports, scaffolds, and challenges to engage and support all learners (CAST, 2011<sup>iv</sup>).

We selected research-based digital tools and interventions that present skills sequentially, allow student performance to guide the branching to optimal difficulty levels, and that embeds assessments so that we may track individual student progress (Crandler, 2003<sup>v</sup>). 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.** The 2012-2013 school year will find CHS changing to a seven-period day and all students enrolled in ELA. This change will support the literacy across all content areas and allow more time for differentiating instruction.

Teachers in ELA will continue to employ a workshop model that allows them to differentiate instruction. This will be expanded and supported with author and topic studies that will raise rigor and support critical and creative thinking as student 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. The current PLC will take on a more formalized structure that includes protocol 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 CHS is ***Making It Personal***. After school tutorial and our Extended Learning Time is used to either remediate or for enrichment, depending upon student needs.

- a) **Additional strategies needed to support student success.** Due to the focus on the four-tiered RtI model within ***Making It Personal***. Teachers will require additional professional learning as 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, integrate and effectively support literacy in content areas, and transition to CCGPS to prepare students for college and careers.

## I. Project Procedures and Supports

The 2012-2013 school year will bring change to our high school as we move from a four by four schedule to a seven-period day. Students in grades 9-12 will continue to start their day at 8:00 and end at 3:15. Learning takes place in departmentalized classrooms, supported by co-teaching with special education teachers in inclusive classrooms.

ELA teachers will employ the Workshop model in 55-minute blocks. Tiered needs are identified through screening assessment and addressed through strategic teacher-led instruction (whole group, flexible small groups, one-on-one) and individualized digital interventions. Mathematics, science, and social studies are also taught in 55-minute blocks. A new expectation, which will be supported by professional learning and job-embedded coaching, will find literacy deeply integrated into these content areas in order to support the CCGPS standards and prepare our students for success in college and careers. Students will be expected to write on a regular basis and will develop a digital portfolio to exemplify their work. Study halls before and after school, as well as athletic/extracurricular study halls are provided for additional support for our students. The following schedule depicts the courses and times of study for a sample student at each grade level. This is the proposed schedule for 2012-2013.

**Table 14: Sample Student Schedule**

Cartersville High School Instructional Schedule				
Time	Grade 9	Grade 10	Grade 11	Grade 12
8:00- 8:55	Math I	Foreign Language	Chemistry	Pre Calculus
9:00- 9:55	World Area Studies	Math II	ELA	Economics
10:00-10:55	ELA	American Gov.	Math III	Career Pathway

				Elective
<b>11:00-11:55</b>	Remediation	Physical Science/Physics	Career Pathway Elective	4 <sup>th</sup> Year Science
<b>12:00-12:30</b>	PE and Health	Lunch	Career Pathway Elective or Remediation	Lunch
<b>12:35- 1:05</b>	Lunch	Remediation	Lunch	Career Pathway Elective
<b>1:10- 2:05</b>	Biology	ELA	U.S. History	ELA
<b>2:10- 3:15</b>	Career Pathway Elective	Career Pathway Elective	Foreign Language	Remediation
<b>3:15 – 4 or evening</b>	After school Tutorial	After school Tutorial	After school tutorial	After school Tutorial

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

**Table 15: Professional Learning Activities from the Past Year**

Topic	# Of Hours	% Of Staff Attending
<b>CCGPS High School Mathematics</b>	3 days job-embedded coaching	100% math teachers
<b>Reading Informational Text Grades 9-12</b>	14 hours + 4 days job-embedded coaching	20%
<b>Leading the Way CCGPS – EL and SWD (K-12)</b>	7 hours	15%
<b>Overview of Literacy for Social Studies (K-12)</b>	7 hours	25%
<b>Overview of Literacy for Science and Technical Courses (K-12)</b>	7 hours	25%
<b>Introduction to CCGPS for Administrators</b>	7 hours	100%

**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 K-12

classrooms 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 include: 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; and teacher modeling that exposes thinking, mostly through read-aloud, think-alouds, student-led closings, small group, focused instruction, opportunities for student discussion and academic discourse.

**Professional Learning Communities.** In 2009, our part-time instructional coach received five days of Coaches Training. This training focused on coaching skills with a strong emphasis on PLCs. As a result, most teachers participate in collaborative planning but an evidence-based framework for teacher collaboration has not been instituted. Our teachers would benefit by instituting a more formalized framework for collaborative planning that analyzes student achievement data in order to develop instruction that meets common student needs.

**Common Core Georgia Performance Standards.** CCS will provide CCGPS overview training for grades K-12 beginning January 2, 2012, and continuing throughout the school year. This training 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. Currently, teachers at all schools and grades are aware of the CCGPS roll out and that changes are inevitable. Future training will provide specific details regarding the changes needed to prepare students effectively.

**Rigor.** The Common Core Training beginning in January will provide teachers with 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 and support.

This allows time to internalize content presented and begin the process of implementing the new strategies and ideas. This method of delivery aligns with the proposed training the Striving Readers Grant.

To address the constraints of teacher scheduling, webinars in 15-, 30-, and 45-minute windows will also serve as a platform for professional learning. This enables CHS to give time-sensitive coaching that 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:

- A renewed 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.
- Continued support for effectively implementing technology to support student engagement and facilitate tiered learning.

**Table 16: Needs Assessment for Professional Learning**

<b>Needs Assessments to Determine Professional Learning Needs: Spring 2011</b>					
<b>% Agreeing this is important or very important</b>	<b>CPS</b>	<b>CES</b>	<b>CMS</b>	<b>CHS</b>	<b>District</b>
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%
Ensuring 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 assessment plan clearly providing articulation from grades Pre-K–12, will be implemented.

**Table 17: Assessment / Data Analysis Plan**

Assessment	Purposes	Skills Measured	Test Frequency	Application
<b>Birth – Three</b>				
<b>DP-3</b>	S	Dev. & Function	2 X per year in 3 year old programs	New
<b>Pre-K</b>				
<b>PALS-Pre-k</b>	S, PM, O	AK, PA, CoP, OL	3X per year	New
<b>PPVT4 Form A/B</b>	S, PM, O	V, OL	2 X per year	New
<b>CLASS</b>	T-S Interactions	AK, COP, PA, V, PN, Fine Motor Skills, Counting & Shape Identification	1X per year	Continue
<b>K-2</b>				
<b>CCS Readiness Inventory for K</b>	S	AK, COP, PA, V, PN, Fine Motor Skills, Counting & Shape Identification	1 X per year prior to Kindergarten entry	Continue
<b>DIBELS Next/ AIMSWEB</b>	S, PM, O	AK, LNF, PA, NWF, OL, RC	3 X per year	New
<b>IPI</b>	D	NWF & Decoding	As needed for RtI	New
<b>G- KIDS</b>	S, PM, O	CCGPS- assessment for 1 <sup>st</sup> grade readiness	Ongoing during Kindergarten year	Continue

Assessment	Purposes	Skills Measured	Test Frequency	Application
<b>On the Mark</b>	S	ORL	4 X per year	Will be replaced with DRA 2
<b>Development Reading Assessment (DRA) 2</b>	D	RC & ORL	3 X per year	New
<b>CRCT and CRCT –M</b>	O	ELA, Reading, Math	1 X per year	Continue
<b>3-5</b>				
<b>Development Reading Assessment (DRA)</b>	D	RC & ORL	3 x per year	Continue- will upgrade to DRA2 for 2012-2013 school yr
<b>CRCT and CRCT –M (for Reading, ELA &amp; Math only)</b>	O	ELA, Reading, Science, Social Studies, Math & CCGPS	1 X per year	Continue
<b>IPI</b>	D	NWF & Decoding	3 X per year	New
<b>Writing Assessment for Grade 3 &amp; 5</b>	O	Informational & Persuasive Writing	1 X per year	Continue
<b>DIBELS Next</b>	S, PM, O	AK, PA, NWF	3 x per year	New
<b>SRI</b>	S, PM, O	RC-Inferential	As needed for RtI	New
<b>6-8</b>				
<b>SRI</b>	S, PM, O	RC-Inferential	3 X per year	Continue
<b>CRCT and CRCT –M (for Reading, ELA &amp; Math only)</b>	O	ELA, Reading, Science, Social Studies, Math & CCGPS	1 X per year	Continue
<b>DRA 2</b>	D	RC & ORL	As needed for RtI	New

Assessment	Purposes	Skills Measured	Test Frequency	Application
<b>8<sup>th</sup> Grade Technology Assessment</b>	O	Technical literacy for the 21 <sup>st</sup> Century	1 X per year	Continue
<b>8<sup>th</sup> Grade Writing Assessment</b>	O	Expository & Persuasive Writing	1 X per year	Continue
<b>9-12</b>				
<b>SRI</b>	S, PM, O	RC-Inferential	3 X per year	New
<b>AP Exams</b>	O	Content knowledge in AP course	1 X per year	Continue
<b>Career and Technical Education Assessments</b>	O	Automotive, Business Education, Microsoft Office, Nursing Assistant	1 X per year	Continue
<b>EOCT</b>	O	9 <sup>th</sup> Literature, American Lit, Biology, Physical Science, Economics, U.S. History, Math I & II	1 X per year	Continue
<b>GHSGT</b>	O	ELA, Math, Science and Social Studies	1 X per year	Continue
<b>GHSWT</b>	O	Persuasive Writing	1 X per year	Continue
<b>PSAT</b>	D	Math & Verbal	2 X during HS	Continue
<b>K-12</b>				
<b>ACCESS for ELLs</b>	S	Language	1 X per yr	Continued
<b>WAPT</b>	S	Language acquisition	1X during enrollment	Continue
<b>Georgia Alternative Assessment (GAA)</b>	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

Assessment	Purposes	Skills Measured	Test Frequency	Application
<b>GA Online Assessment</b>	D	G, PA, P, RC, V ELA, Reading, Science, Social Studies, Math & CCGPS	3 X per year	Current
<b>KEY</b>				
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, <b>S</b> =Screening, <b>PM</b> =Progress Monitor, <b>O</b> =Outcome Based, <b>D</b> =Diagnostic; IPI- Informal Phonics Inventory, SRI-Scholastic Reading Inventory				

**Current data analysis protocol.** Data is made available through multiple 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 disaggregated information such as: enrollment data, attendance data, state test data, and lexile levels. The Office of Curriculum and Accountability maintains the data file and provides analysis, comparison, longitudinal, cohort, and grade/department level data. This data is presented for further review at School Board meetings, administrators meetings, school leadership meetings, Parent Council meetings, grade / department level meetings, with classroom teachers, parents, and students.

**Comparison to SRCL assessment plan.** In order to *Make it Personal* for our students, we need to dig deeply during the diagnostic phase to identify specific learning needs for each of our students. We need data to inform instruction and intervention to make necessary changes to our assessment plan. CHS will gain such data and will administer SRI three times per year. Our Needs Assessment indicated the need to be more proactive, identifying and monitoring students before they fail. The addition of the SRI at the High School level will address key deficits in screening that we have experienced in the past. Before implementing the SRI struggling students were commonly identified as those not performing well in their

core classes. Experiencing failure, it is not surprising that these early adolescents tended to give up, accepting the notion that they couldn't learn.

**New Assessments to be implemented into the current assessment schedule.** CHS will be introducing the SRI as a screener for all students. This will enable our staff to address reading comprehension deficits across the content areas. Due to the SRI's cross content nature, all teachers, will receive Professional Development to effectively use the assessment.

**Assessments to be discontinued.** No assessments will be discontinued.

**Training necessary for new assessments.** Teachers will receive training to ensure accuracy of test administration. 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 to *Make it Personal*—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's "Parent Portal." Assessment data is also critical during RtI/Due Process meetings. The classroom teacher, counselors, administrator, and Special Program Director or literacy coach use data to determine intervention services. It is critical 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 with parents and colleagues.

## **L. Experience of the Applicant**

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

### **Table 18: Other Initiatives**

Other Initiatives	Description	Funding Sources
<b>Math &amp; Science Partnership Grant</b>	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 two-week Summer Institute on planning instruction and teaching math and science in the standards based classroom.	\$442,072
<b>Federal Perkins Grant</b>	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
<b>GACHE Grant</b>	For the past two years, Cartersville High School has received a grant from the Georgia Appalachian Center for Higher Education (GACHE) to implement strategies that encourage and assist at-risk students to continue their education beyond high school. Students attend a “Reality Store,” a mock job interview fair, college visits, and SAT test prep courses. Parents of our juniors receive detailed information regarding the college admissions process and Dave Ramsey financial materials are available. College acceptance letters are proudly displayed in the high school foyer and seniors posting letters receive a “College Bound Cane” t-shirt. Teachers participate in a poverty workshop: “Welcome to the State of Poverty” simulation.	\$7, 644
<b>Back Pack Buddies Grant</b>	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

**Initiatives implemented with no outside funding support.** During the summer 2010, Cartersville City Schools was granted a five-year System Charter under provisions of Georgia law and Georgia State Board of Education regulations. Cartersville is the ninth 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. In exchange for the flexibility received by the system, Cartersville has a contract with the State Board establishing high annual targeted achievement objectives for each school in the system.

To sustain a high level achievement for all students from birth to grade 12, CCS has 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 food to locations throughout the entire community. Students ages birth to 18 receive two meals a day throughout the 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 of poverty attain a 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. These positions were formally funded by ARRA funds.

Our budget process is based on student outcome data. If we find something that is working for our students, we reorganize our budgets. At times that may mean dropping something else from our budget that has less of an impact on student achievement.

In addition, we raise funds in our community and reach out for local partners and support. Applying for grants such as Striving Readers and funding for key initiatives helps keep CCS evolving. In response to needs for professional support, we ensure that we train our staff internally to redeliver training using a train the trainer model. Our Professional Development is planned to ensure sustainability in the future.

**Audit Findings for the Past Five 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 our Pre-K through High School for the past five 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. Throughout 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. 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 provided as well as universal screeners implemented system-wide.

#### **Table 19: Use of Federal Funds**

	<b>Title I Funds</b>	<b>Title II Funds</b>
<b>LEA</b>	<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"> <li>• 25% salary for Title 1 Director</li> <li>• 25% salary for clerical staff</li> <li>• Indirect Costs</li> <li>• 50% salary for Parent Involvement Coordinator</li> <li>• General Supplies</li> <li>• System Professional Learning</li> </ul>	<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"> <li>• Extended Day salary for High School teacher</li> <li>• Teacher Mentor program</li> <li>• Administrator's Book Study</li> </ul>
<b>CPS</b>	<p>Teachers, math, and literacy coaches</p> <p>Expendable Equipment and supplies</p> <ul style="list-style-type: none"> <li>• Salaries for two Academic Coaches</li> <li>• 50% salary for Instructional Lead Teacher</li> <li>• Salaries for two intervention teachers</li> <li>• Instructional technology</li> </ul>	<p>Substitutes Teachers and fees for the following Professional Learning activities: Math, ELL, and SWD Conferences, GPS Alignment, Analyzing Data, Workshops</p>
<b>CES</b>	<p>Teachers, math, and literacy coaches</p> <p>Expendable Equipment and supplies</p> <ul style="list-style-type: none"> <li>• Salaries for two Academic Coaches</li> <li>• 50% salary for Instructional Lead Teacher</li> <li>• Salaries for three intervention teachers</li> <li>• Instructional technology</li> </ul>	<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>
<b>CMS</b>	<p>Math and literacy coaches</p> <p>Expendable Equipment and supplies</p> <ul style="list-style-type: none"> <li>• Salaries for two Academic Coaches</li> <li>• Instructional technology</li> </ul>	<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"> <li>• Supplement for Special Education teachers getting content area certification</li> </ul>
<b>CHS</b>	<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"> <li>• Supplement for Special Education teachers getting content area certification</li> </ul>

**Table 20: Resources of each building**

	Pre-K	CPS	CES	CMS	CHS
<b>Computer Labs</b>		X	X	X	X
<b>Leveled Book Room</b>		X	X		
<b>Media Center</b>	X	X	X	X	X
<b>Science Labs</b>					X
<b>Technology Room</b>		X			
<b>Instructional Resources for Career Pathways</b>				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 scientific 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 resource 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.

- **Partnering with our neighboring centers and strengthening our Pre-K program** will improve Cartersville’s youngest children’s readiness for kindergarten and foster success in school. Supporting struggling moms to read to their children and build language development means expanding our teaching force to include a child’s most important teacher—the parent. Learning to read begins long before a child enters school. Intergenerational illiteracy and poverty can’t be broken until the family unit as a whole begins to learn and realize the importance of education. Increasing the time student are in the Pre-K program allows for a greater amount of quality learning time to take place. Together, this will have a domino effect, ***Making It Personal*** for the youngest students.
- **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 standard 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**

**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 PLCs to analyze data and determine instructional delivery. At the school level, the teacher-leader for each of the PLC 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 ELL 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 other in Media. Mrs. Cowan leads collaboration with the community through outreach and engagement. Under her direction, CCS coordinated and implemented the Georgia Performance Standards system wide. Her responsibilities include working with our schools on identified needs and oversee all testing for the system. As the Director for Title I & III, she is responsible for the budget, funding, implementation, paperwork and 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 are 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 eight years (Principal at CES for six years and Assistant 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 3-tiered governance structure discussed above.

**Table 21: Personnel Managing Grant**

<b>Title</b>	<b>Individual Responsible</b>	<b>Supervisor</b>	<b>Striving Readers Responsibilities</b>	
<b>Curriculum &amp; Assessment Director</b>	Peggy Cowan	Dr. Howard Hinesley, Superintendent	Project Manager and oversees all aspects of the grant including scheduling PD and training	
<b>Purchasing</b>	Peggy Cowan		Construct budget and ensure compliance and timeliness of orders/reports.	
<b>Financial Director</b>	Richard Dyke		Ensure adherence to budget and plan..	
<b>ELL Coordinator</b>	Paula Camp	Peggy Cowan, Director of Curriculum and Accountability	Represent interests/ needs of ELL; further communication and support.	
<b>Director of Special Programs</b>	Susan Tolbert	Dr. Howard Hinesley, Superintendent	Represent interests/ needs of special needs students; further communication and support.	
<b>Pre-K Site-Level Coordinator</b>	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	
<b>Primary Site-Level Coordinator</b>	Bertha Nelson			
<b>Elementary Site-Level Coordinator</b>	Eppie Snider			Ken MacKenzie, CES Principal
<b>Middle School Site-Level Coordinator</b>	Brenda Campbell			Jeff Hogan, CMS Principal
<b>High School Site-Level Coordinator</b>	Bryan Edwards	Jay Floyd, CHS Principal		
<b>Technology</b>	Sheryl McDonald	Ken Clouse,	Ensure digital tools are purchased and installed before beginning of school year;	

<b>Coordinator</b>		Asst. Superintendent	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. In addition, our staff dedicated time and hard work to gather the necessary data, conduct our Needs Assessment and help set goals to enable us to complete the Striving Readers application.

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 students’ success enables CCS to create an engaging environment and consistently raising 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. Our community partners, Hands of Christ Hispanic Programs, the Director of Public Housing, and The Teen Center/ Woman’s Resource Center, reflected this practice including letters of support.

**O. Sustainability**

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% 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 stick around and mentor new faculty members who come on board. They will be on hand to model and coach, and are 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 for Cartersville High School 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 an evidence-based instructional framework 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 20<sup>th</sup> century tools and resources to teach the 21<sup>st</sup> 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 walk throughs 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. **Informational and Literary Text:** Each month a selected text will be shared schoolwide, 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 don't 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 them 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.

---

<sup>i</sup> McDougall, D. Saunders, W. and Goldenberg, C. (2007). Inside the black box of school reform: Explaining the how and why of change at *Getting Results* schools. *Journal of Disability, Development, and Education*, 54, 1, 51-89.

<sup>ii</sup> Saunders, W.M., Goldenberg, C.N. , & Gallimore, R. (2009) Increasing achievement by focusing grade level teams on improving classroom learning: A Prospective, Quasi-experimental Study of Title 1 Schools. *American Educational Research Journal*, 46, 4, 1006-1033.

<sup>iii</sup> Beck, I., McKeown, K., (2007), "*Bringing Words to Life*"; Robust Vocabulary Instruction. New York, NY, Guilford Press

<sup>iv</sup> CAST (2011). *Universal Design for Learning guidelines version 2.0* Wakefield, MA: Author. Retrieved from <http://www.udlcenter.org>.

<sup>v</sup> Crandler, J. (2003). Technology's impact on teaching and learning. *Learning and Leading with Technology*, 30 (7), 54-57.