

**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>Name:</b>  J. Howard Hinesley, Ed.D	<b>Position:</b>  Superintendent
<b>Number of schools</b>		<b>Phone:</b>	<b>Fax:</b>
<b>in system:</b>  5	<b>applying:</b>  5	 770-382-5880	 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 Primary School		Total Grant Request: \$500,000
System: Cartersville City Schools	<b>School Contact Information:</b>	
	Name: Walter Gordon	Position: Principal
Number of Students	Phone Number: 770-382-1733	Fax Number: 770-387-7493
1146	Email Address:  wgordon@cartersville.k12.ga.us	
Number of Teachers		
88		
Free/Reduced Lunch %		
63.33%		
Principal's Name:  Walter Gordon		Other Reform Efforts in School:  System Charter awarded by the State Board of Education
		Principal's Signature:  <i>Walter C. Gordon</i>

## Introduction and History of Cartersville City Schools

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

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

*“A Tradition of Excellence—Making It Personal”* is more than a theme for the school system; it is a commitment to ensure the success of all students. From academic performance, to athletic pursuits, to exemplary programs in art and music, Cartersville seeks to provide a well-rounded, well-balanced educational experience for all students. The proof is in the results, consistently our students continue to perform well on all measures of accountability and achievement. It is only natural that we would adopt the theme *Making it Personal* for this grant.

### I. Eligibility of Schools

**Table 1: The Five Cartersville Schools that are Eligible for this Grant**

	% F/R	AYP Status	N DNM CRCT Grade 3	% DNM CRCT Grade 3	N DNM CRCT Grade 5	% DNM CRCT Grade 5	N DNM CRCT Grade 8	% DNM CRCT Grade 8	Grad. Rate
<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.

## **II. Project Design**

Cartersville Primary School (CPS) is a child-centered environment, serving approximately 989 children from Kindergarten through 2<sup>nd</sup> grade. Honored as a Georgia School of Excellence, a Title I school of Distinction, and a National Blue Ribbon School of Excellence, we strive to provide our students with a challenging and rigorous education. Our instructional programs are developmental and age appropriate so children can participate in learning activities that build a strong foundation for continued success. Curriculum concepts and instructional strategies are spiraled in order to build students' abilities layer by layer. Multiple methodologies and strategies are utilized so that the teacher can meet the student at his or her level of understanding.

At CPS, 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. Parents serve on the CPS Advisory Council, work in classrooms, mentor students, and help organize curriculum based Parent Night held four times a year. Our Parent Involvement Coordinator provides parent training designed to teach them how to support their child's learning at home. It is easy to see that we are committed to ***Making It Personal***

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

Data sources used in our needs assessments include the following:

#### **Table 2: School Information**

Demographic Information	Pre-K & 3 yr Olds	CPS	CES	CMS	CHS	District Average
<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>						
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%

Demographic Information	Pre-K & 3 yr Olds	CPS	CES	CMS	CHS	District Average
<b>Free/ Reduced Lunch</b>						
<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 Make	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 (PLC's)</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**

	2011			2010			2009		
	DNM	M	EXC	DNM	M	EXC	DNM	M	EXC
<b>All Students</b>	1.9%	59.3%	38.9%	5.5%	54.3%	40.2%	7.4%	59.5%	33%

<b>Black</b>	5.3%	77.2%	17.5%	9%	71.1%	19.9%	12%	69.7%	18.3%
<b>Hispanic</b>	1.1%	79.5%	19.3%	9.6%	70.6%	19.7%	11.7%	71.8%	16.5%
<b>Multi-Racial</b>	7.1%	50%	42.9%	4.4%	67.8%	27.8%	11.7%	63.3%	25%
<b>White</b>	0.3%	47.7%	52%	3.1%	40.9%	56%	3.6%	50.5%	45.9%
<b>Students with Disabilities</b>	4.7%	67.2%	28.1%	31.1%	54.1%	14.8%	23.8%	63.8%	12.3%
<b>ELL</b>	1.2%	82.5%	16.2%	8.9%	75.7%	15.3%	11.9%	72.2%	16%
<b>Economically Disadvantaged</b>	3.1%	67.6%	29.3%	9.1%	65.2%	25.8%	11.6%	69.6%	18.8%

**CRCT Reading and ELA Combined Score:** DNM-Did not Meet, M- Meet & EXC- Exceed

\*\*State reported this data using Cohort 3<sup>rd</sup> Grade group

**B. Needs Assessment**

When looking at historical performance data and other indicators, there is no question that Cartersville City Schools is recognized as an excellent school system. The school system enjoys a history steeped in tradition and excellence, which focuses on individual student needs

However, the rigor of the Common Core Georgia Performance Standards (CCGPS) will necessitate a change in our instruction for children. Our current GPS curriculum and subsequent measures of mastery (CRCT, GHSGT and EOCT) require students to recall bits of knowledge and information in insolated disciplines. Test format consists of multiple-choice questions and literacy is measured in the English Language Arts 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. Student will need to apply core knowledge, concepts, or skills in real-world problems. This rigorous learning will occur at every grade level and in all subjects. 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 using 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 includes 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 last three years
- AYP results
- Graduation rates for the last three years
- Comparison of dropout rates over the last three years
- School Readiness data, benchmark assessments, and RtI records
- Parent, teacher, and student input from AdvancED Stakeholder surveys
- Burruss Institute of Public Service—Perceptions of Quality in the Cartersville City School System: Survey of Public Opinion
- Anecdotal records of parent/community concerns over the last two years
- Collegial discussions of building leaders and building representatives
- Examination of building budgets and needs

**Needs Assessment Process.** Our **Literacy Committee** noted that the District Average for students qualifying for free or reduced lunch is 55%, qualifying us 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 were not just slipping through the cracks, but dropping out of school altogether?

Kindergarten readiness data showed that 90% of students identified as most at-risk come from families of poverty. Alarmingly, our at-risk subgroups have the highest dropout rate: This was true of Hispanic students (20% in primary, but only 13% in high school) multi-racial students (6% in primary, but only 3% in high school), students with disabilities (12% in elementary, but only 8% in high school), and English Language Learners (22% in primary grades but only 4% at the high school).

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

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

- Continued and expanded professional learning for our teachers and leaders
- Engaging instruction that motivates students to achieve their personal best
- Implementing research-based instructional strategies informed by data
- Engaging community and family to support and celebrate 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 (CSSLC) consists of 23 members. Our School Literacy Team (SLT) is a subset of this committee.

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

<b>Name</b>	<b>Title</b>	<b>Role/ Responsibility</b>
<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
<b>Elementary (3–5)</b>		
<b>Heather Hayes</b>	Math Coach	Represent core academic teachers
<b>Eppie Nelson</b>	Assistant Principal	Site level coordinator

Name	Title	Role/ Responsibility
<b>District Level</b>		
<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% system-wide (37.4 to 55.0%); 9% in the past five years. At the same time, the number of students in our ELL/LEP program has more than doubled (157 to 359). The growth in number of homeless students in Cartersville has grown by 77 students in the past 2 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 to meet all needs. Acknowledging that literacy is the foundational block of learning and college and career readiness, we need to **provide our staff with the** resources and skills to best establish these skills. Associated with this challenge is the need to be able to effectively **communicate** with less-involved parents.

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

**Closing the Achievement Gap** between various population subgroups, particularly between our Black, economically disadvantaged (ED), English learners (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 table details how we have addressed literacy development in the past and what we plan to do with the support of the Georgia Striving Reader Comprehensive Research (SRCR) Project.

**Table 5: Past Literacy Development/Plans for SRCR Project**

Content Area	Research-based Practice	Steps Currently Taken	Steps to be Implemented through Striving Readers Funding
<b>Curriculum Needs</b>			

Content Area	Research-based Practice	Steps Currently Taken	Steps to be Implemented through Striving Readers Funding
<b>Vocabulary</b>	<p>Understands and uses increasingly complex and varied vocabulary</p> <p>Determine or clarify meaning of unknown words by using context clues, analyzing word parts, and consulting reference materials.</p>	<p>Implementing the Georgia Performance Literacy Standards in all ELA classrooms</p> <p>Created a Resource Center for parents to checkout educational materials to use with children at home.</p> <p>Title I Parent Nights</p> <p>Curriculum Nights</p> <p>Implementing reader’s and writer’s instructional framework</p>	<p>Consistently use formative data to identify complex vocabulary deficits in all students p specifically the struggling subgroups</p> <p>Create Professional Learning Communities (PLC) to analyze data to determine student need, plan for differentiated instruction, and evaluate instructional effectiveness</p> <p>Integrate complex text and vocabulary with instruction</p> <p>Parent Nights that discuss the focus on basic literacy skills and continuing these lessons outside the classroom</p>
<b>Phonics and Spelling</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words,</p> <p>Determine or clarify meaning of unknown words by using context clues, analyzing word parts, and consulting reference materials.</p> <p>Demonstrates a command of spelling and phonemic awareness.</p>	<p>Implementing the Georgia Performance Literacy Standards in all ELA classrooms</p> <p>Daily differentiated instruction of basic reading skills with a focus on phonics and word study</p> <p>Professional Learning for differentiated spelling instruction</p> <p>Word Study Maps</p> <p>Implementing reading and writing instructional framework</p>	<p>Consistently use formative data to identify complex phonics and decoding deficits in all students and specifically in struggling subgroups</p> <p>Analyze data and student work to determine student needs, plan for instruction, and evaluate instructional effectiveness in collaborative PLC</p> <p>Explicit instruction in decoding, spelling, and phonics based on individual student need</p>

Content Area	Research-based Practice	Steps Currently Taken	Steps to be Implemented through Striving Readers Funding
Fluency	Read with sufficient accuracy and fluency to support comprehension	Fluency monitored three times a year using a curriculum based measure for all students and more frequently for struggling students.	Review of fluency assessments and strategies by Professional Learning Teams to support increased fluency as related to comprehension for all students
Text Complexity and Comprehension	Read & comprehend complex literary and informational text independently and proficiently	<p>Implementing of reading instructional framework including specific comprehension strategies</p> <p>Data collected but lacking universal application and usage.</p>	<p>Expand use of researched based comprehension strategies</p> <p>Integrating the use of comprehension strategies in all content areas</p> <p>Universal use of common formative and summative assessments</p> <p>Analyze data and student work to guide classroom instruction and individual interventions, then evaluate instructional effectiveness in collaborative PLC</p> <p>Evaluate effectiveness of instruction by review of student work and achievement data</p> <p>Closer articulation K- 5<sup>th</sup> to support complex text and comprehension instruction</p>

Content Area	Research-based Practice	Steps Currently Taken	Steps to be Implemented through Striving Readers Funding
<b>Technology Needs</b>			
<b>Computer-assisted Technology Supports</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>One computer lab – 24 student Computers and 1 teacher per lab</p> <p>SMART boards – 2</p> <p>Document cameras 20</p> <p>IPADS 13</p> <p>2 student computers in each classroom.</p> <p>Available Literacy software includes:</p> <p>Reading Egg</p>	<p>Engage, motivate, and support self direction through digital formats (interactive white boards, document cameras, eReaders, tablets, and computers)</p> <p>Offer enrichment and intervention through expanded use of technology to meet individual student needs</p> <p>Student use of web based software to support learning in all elements of literacy - fluency, comprehension, phonics, spelling, vocabulary, and writing</p> <p>Additional media resources to include digital texts</p> <p>Teachers and PLC’s use online applications for universal screening, progress monitoring, and benchmarking to gather and analyze data on student growth and achievement</p>

Content Area	Research-based Practice	Steps Currently Taken	Steps to be Implemented through Striving Readers Funding
<b>Professional Learning Needs</b>			
<b>Writing</b>	<p>Produce clear and coherent writing in which development organization and style are appropriate to task purpose and audience</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>Implementing of writing instructional framework in ELA Classrooms</p> <p>Initial work integrating grammar and conventions with writing</p>	<p>Analyze data and student writing to determine student needs, plan for instruction, and evaluate instructional effectiveness in collaborative PLC</p> <p>Provide authentic intensive 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>Vertical and horizontal alignment of the writing expectations Pre-K – 12<sup>th</sup> grade</p>

Content Area	Research-based Practice	Steps Currently Taken	Steps to be Implemented through Striving Readers Funding
<b>Professional Learning</b>	<p>Faculty groups focused on studying and analyzing student work and data to plan for instruction and intervention on a individual student level</p> <p>Professional learning opportunities provided to build teacher knowledge of key literacy components, technology, and best practices in instruction</p>	<p>Reading instructional framework training</p> <p>Writing instructional framework training</p> <p>Implementing Standards Based Classrooms</p> <p>Introduction to Common Core Georgia Performance Standards</p>	<p>Establish SLT and PLC to provide a sustainable framework of continuous improvement of the literacy initiative through distributed leadership and collaborative planning</p> <p>Build knowledge regarding the rigor and relevance of the CCGPS and expectations of college and career readiness in all content areas</p> <p>Provide external training in collection, analysis and utilization of formative and summative assessment data to inform instructional decisions</p> <p>Provide training in effectively integrating digital technology in literacy instruction to motivate and engage of all learners and support instructional delivery</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

**Cartersville Primary School** (CPS), built in 1976, lacks the electrical infrastructure to support technology in all classrooms. The SPLOST fund remedies this problem. Even with the complete electrical overhaul, the economic culture will impede our access to 21<sup>st</sup> century technology. In addition, teachers lack the training and tools to effectively use technology to present engaging instruction that accelerates literacy instruction and track student progress.

The mobility rate at CPS is 29% and 63% of the students receive free or reduced lunches. Transition and change is difficult for all children, but students who have to change schools because of the family situation., bring with them added anxiety that can impede learning. In addition, our ELL population is growing steadily (from 19-22% over the last 3 years) and 11% of our students have special needs. We struggle to support the individualized needs of all students.

Over the last three years we have had a teacher retention rate of 96%. Our teachers are experienced, but need to learn to move from scripted lessons to more engaging instruction that crosses the curriculum. Teachers are aware that the CCGPS will require more in depth learning and comprehensive literacy skills for students but are apprehensive about how to equip their students to meet the increased rigor. The CPS teachers are ready for the challenge and seek professional learning opportunities that will enhance their instructional practices. They look forward to developing collaborative teacher teams that regularly **use data** to monitor the effectiveness of their instruction and provide interventions that will ensure that students are learning. Given these root causes, we plan to:

- Create collaborative PLC'S so teachers can become users of data to plan instruction and assess their effectiveness to continuously improve instruction
- Provide professional learning supporting the CCGPS, integration of technology, and collaborative data based decision making

- Implement a program that meets National Association for the Education of Young Children, National Council of Teachers of Mathematics, and International Reading Association standards and provides the strongest research-based curriculum designed to capture a child’s curiosity about the world within an activity-centered day
- Provide a digital intervention tool to support individualized instruction and track progress to allow students to accelerate their learning
- Expand technology to include additional hardware for student use and presentation systems that engage students in real-activities
- Provide ongoing feedback to teachers through a web-based tool that will support personalized professional development and continuous learning for all faculty

#### **E. System Literacy 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.** This literacy committee has examined the data described earlier, reviewed school developed literacy plans and collaborated to ensure clear articulation and alignment of all birth through 12th grade literacy plans. 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 (SLT) and the Professional Learning Communities (PLC). We decided to use a simple agenda record that will model what is expected at both the school and classroom level. This chart will be used as evidence as we track progress.

**Table 6: Meeting Minutes**

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

**Table 7: Members of the School Literacy Team are as follows:**

Name	Title	Role/ Responsibility
Jennifer Rives	Math Coach	Represent teachers/Lead PLC
Bertha Nelson	Assistant Principal	Site level coordinator
Denise Osborn	Literacy Coach	Represent teachers/Lead PLC
Walter Gordon	Principal	Grant Manager for School
Jennifer Rives	Math Coach	Represent teachers/Lead PLC
Gina Bishop	Instructional Lead Teacher	Represent teachers/Lead PLC
Renee Dittmer	Kindergarten Teacher	Represent teachers/Lead PLC
Tonya Wells	1 <sup>st</sup> Grade Teacher	Represent teachers/Lead PLC
Kristen Kearney	2 <sup>nd</sup> Grade Teacher	Represent teachers/Lead PLC
Stephanie Holstein	SPED Teacher	Represent teachers/Lead PLC
Kelly Hopkins	Intervention Teacher	Represent teachers/Lead PLC

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

**Professional Learning Communities (PLC).** The third tier in this governance structure is the PLC. Faculty in all PLC are provided common planning time for their important work. Each PLC meets three times per month to define and then address specific student needs through collaborative planning, systematic classroom implementation, and analysis of effectiveness using data and examination of student work. These teacher workgroups will 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 will provide structure and continuity for recursive teacher inquiry and foster 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, et al., 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. See Goals to Improve Literacy Outcomes in Table 9.

While each school’s literacy plan is predicated on receiving the Striving Readers Grant, staff needed for the implementation of the plan will be current CCS employees.

**Table 8: Staff Needed for Implementation**

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 9: Goals to Improve Literacy Outcomes**

Goal and Objective	Indicator
<b>Goal 1: Improve literacy outcomes.</b>	
All K-2 students will demonstrate steady 10 % gains on early literacy assessments.	DRA comparisons: Beginning, Middle, and End of year
<b>Goal 2: Increase student engagement.</b>	
All students will use computer-assisted UDL technology to support literacy for 15 minutes each day.	Purchasing records, observation during classroom walkthroughs
All participating teachers will demonstrate gains in instructional planning/delivery based on principal assessment.	Teacher effectiveness data analysis comparisons: Beginning, Middle, and End of year
<b>Goal 3: Institute Collaborative data-based practices .</b>	
100% of teachers will participate in Professional Learning Communities (PLC) at least twice a month.	Record of Focus and Content Charts for PLC
CPS School Literacy Communities (SLC) will meet monthly and	Record of Focus and Content Charts for

collaboratively lead the literacy initiative using collaborative, data-based practices.	SLC
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## G. Scientific, Evidence-Based Literacy Plan

**Cartersville Primary School Literacy Plan.** The following action steps outline how we will implement our plan to improve literacy at CPS:

### Goal 1: Improve Literacy Outcomes

1. All students will receive literacy instruction that is developmentally appropriate
  - a. The **principal** ensures that universal screening in reading takes place no later than the fourth week of school. (Evidence: Screening results reviewed by SLC, PLC)
  - b. **Students** in flexible groups work on specific skills/concepts identified through screening (Evidence: Literacy Coach reviews lesson plans; observation during classroom walk through by PLC members including principal)
  - c. **Teachers** integrate reading and writing across the curriculum. (Evidence: Monthly review of Lesson Plans by principal or Literacy Coach)
2. **Teachers and Leaders** will participate in customized training for transitioning to the CCGPS and the increasing rigor necessary for assuring students are ready for college and careers: Reading & Writing Standards, Speaking & Listening Standards and Language Standards (Evidence: Training Evaluations and Attendance Records)
3. **Teachers and Leaders** participate in training accompanied by job-embedded coaching to implement the following instructional structures with fidelity: Well Functioning SLC and PLC, Readers and Writers Workshop, Expanding Academic Vocabulary and Using Author and Topic Studies. (Evidence: Training Evaluations and Attendance Records)
4. **Teachers** differentiate instruction.
  - a. Readers/Writers Workshop model allows teachers time to meet with individual and small groups of students for targeted instruction (guided reading) based on specific needs identified from data

- on a daily basis. (Evidence: Observation during classroom walk throughs by principal and/or Literacy Coach)
- b. Teacher effectiveness data is gathered during monthly classroom walk throughs. (Evidence: Teacher effectiveness data reports compiled by principal)
  - c. Teachers employ leveled libraries with progressively more complex texts. (Evidence: Sign out sheet for Leveled Book room)
5. Digital tools and self-paced prescriptive software will provide support for differentiated learning.
- a. Students are motivated and encouraged to become responsible for their own learning. (Evidence: Literacy Coach reviews aggregate class reports from digital tool on a bi-weekly basis)
  - b. Teachers receive timely individualized student achievement data. (Evidence: Reports from digital tool)

## **Goal 2: Increase Student Engagement**

1. **Administration** provides digital technology and teacher training to engage students at appropriate developmental 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** will provide regular time for students to work with digital solutions. (Evidence: Teacher lesson plans reviewed by Literacy Coach; Observation during classroom walk throughs **CCGPS Literacy in Content Areas: Science & Technical** by principal and/or Literacy Coach)
3. **Teachers and Leaders** participate in training to use interactive platforms in a manner that promotes student engagement/learning and apply what they learn in their classrooms. (Evidence: Teacher effectiveness data)
4. **Teachers** screen students and place them in flexible groups for explicit skill instruction with progressively more complex text. (Evidence: Results from screening instrument; Observation during classroom walk throughs by principal and/or Literacy Coach)

5. **Teachers** create classroom centers for flexible groups of students that include direct instruction that is informed by formative assessment/ongoing progress monitoring, engagement with print material that varies in topic, and computer assisted learning with ongoing progress monitoring. (Evidence: Observation during classroom walk throughs by principal and/or Literacy Coach)
6. **Administrators** conduct monthly classroom walk throughs using a web-based tool to capture 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)
7. **The principal or SLC** instill a culture of learning that is based on literacy by selecting monthly titles to be read aloud in classrooms, stimulating discussion and prompting students to respond to literature. (Evidence: calendar of selected titles; hallway displays of students' response to literature)

### **Goal 3: Institute Collaborative, Data-Based Practices**

1. The **principal** provides and protects common weekly planning times for PLC. (Evidence: Master Schedule)
2. **Administrators and teacher-Leaders** are trained to effectively lead collaborative SLC and PLC to distribute leadership and build a learning culture based on literacy. (Evidence: Evaluations from 2 day Summer Institute, monthly on-site training/facilitation, 1 day Follow Up Institute)
3. **Teacher-Leaders** are identified and receive ongoing training and support so they may effectively facilitate PLC as they serve on the CPS SLT. (Evidence: SLC Roster)
4. The **principal and SLC** are supported by monthly on-site job-embedded coaching to lead the SLC and facilitate data-based decision making regarding literacy. (Evidence: Meeting dates, Meeting attendance reports)
5. **Facilitators** institute protocols that direct the work of the PLC and SLC (Evidence: Observation of meetings; Record of Focus and Content Charts for PLC & SLC)
6. Monthly reports of progress are shared at all levels. (Evidence: Record of Focus and Content Charts for CCSLT, SLC, and PLC)

7. **PLC** develop collaborative instruction as they assess student needs, plan targeted instruction, review and analyze the results of this instruction using data and student work, and then cycle through the process again, as needed, to achieve student results. (Evidence: minutes of learning process studies in PLCs, lesson planning, lesson implementation, common assessments, collaborative analysis of student work and adjustment of instruction)

**Current Instructional Schedule.** Currently, the needs of the most at-risk students are met through nine Focus Classrooms. These classrooms are self contained and designed to the unique needs of each students through a reduced class-sized model as well as an additional support teacher for two hours a day. All other classrooms are heterogeneous grouped with the inclusion model being used to address at-risk students. A number of inclusion teachers (early intervention teachers, special education teachers, and Title I teachers) team with the regular classroom teacher to deliver literacy instruction in a daily, two-hour-and-30-minute block of time.

Students use their emerging literacy skills in science and social studies during 30-minute blocks of time that rotate between these two content areas. Students are encouraged to use their reading and writing skills independently through weekly visits to the school library and homework assignments.

For 120 minutes, twice a week, afterschool tutorials are provided for all struggling students. The majority of these students are Tier II and III students. Additionally, students from Cartersville High School serve as mentors to our struggling students, serving as positive role models who value and support literacy.

**Materials.** Materials used in core classes include the current adopted textbooks for all core areas, manipulatives, and teacher created resources. We have one computer lab with 24 computers and all classrooms have two computers. We have two SMART boards and 20 document cameras.

**Support for Tiered Instruction.** All students will be screened three times a year. Those students who are in Tier II and Tier III due to identified learning needs will receive diagnostic testing that allow the teacher to drill down to their specific needs. These data will be shared during RtI meetings and PLC so that appropriate individualized interventions may be provided. Teachers have received training in using the instructional frameworks to support differentiated instruction. Continued support and training, accompanied by digital intervention tools and greater access through additional hardware will provide motivating tools to more students, more often.

In order to prepare for the increased rigor of the CCGPS and to prepare students for college or careers, teachers in all content areas will be required to have students regularly write across the curriculum. Teachers will receive training in the CCGPS and instill additional rigor in their course work by promoting literacy through expanded home/school connections and focusing on integrating academic language in all content areas. Teachers will be trained to identify and integrate Tier II vocabulary throughout the school day.

Teachers will be encouraged to read aloud through a program that finds the entire school reading a book selected by the principal each month and sharing their response to that piece of literature through hallway displays. Classroom word walls will include vocabulary encountered in order to build academic language.

Job-alike teacher teams will become fully functioning PLCs. In PLC, teachers grouped by grade level, will work together throughout the year to assess student needs, plan targeted instruction, review, and analyze the results of this instruction. This will be an ongoing cycle as student achievement data is collected and reviewed.

A wide range of assessments will be supplemented with digital tools that provide multiple learning modalities, mastery-based sequencing to support individualized instruction, and on-demand reporting to allow teachers to closely monitor each student. Armed with these data, teachers will be able

to form flexible student groups and strategically provide quality tiered instruction. Leveled libraries in Spanish and English will add rigor to inquiry and reflective discussions of literature.

Teacher effectiveness data will be gathered using a web-based tool that is aligned to the GA CLASS Keys observation checklist. Evaluative data will be shared with teachers in order to prompt reflective discussions and prescribe a personalized professional development plan.

**Table 10: Plan for Providing Tiered Instruction**

<b>Cartersville Primary School is <i>Making It Personal</i></b>			
<b>Literacy Plan for Tiered Intervention</b>			
	<b>Time</b>	<b>Personnel</b>	<b>Strategies</b>
<b>Tier I</b>	<p>2.5 hours of whole group, small group and individualized instruction within daily literacy block</p> <p>Literacy components in Science &amp; Social Studies 30 minute block, rotating from day to day</p>	<p>Literacy Coach with MEd in Reading</p> <p>Classroom Teacher, teaming with:</p> <ul style="list-style-type: none"> <li>• Early Intervention Teachers</li> <li>• Special Education Teachers</li> <li>• Title I Teachers</li> </ul> <p>(All personnel will be observed and receive feedback using a web-based system, linked to the SRC teacher effectiveness checklist to foster continuous and personalized growth)</p>	<p>Data Notebooks</p> <p>Reading/Writing Workshop</p> <p>PLC Collaborative Planning in common planning time</p> <p>CCGPS training</p> <p>Word walls/Word sorts</p>
<b>Tier II</b>	<p>Same as Tier I but further individualized and/or small group instruction as identified by need. Student progress is monitored more often than those students in Tier I.</p> <p>Afterschool Tutorial 90 minutes, twice a week</p>	<p>Certified teachers or trained volunteers</p>	<p>Posted standards and learning targets</p> <p>Read aloud, think alouds</p> <p>Student-led closings</p> <p>Small group focused instructions – i.e. guided reading</p> <p>Digital interventions with individualized, multi-modal appeal and on demand reports</p> <p>Literature that spans all topic areas are available in English &amp; Spanish</p> <p>Early Intervention Programs</p> <p>Focus classrooms</p>

Cartersville Primary School is <i>Making It Personal</i>			
Literacy Plan for Tiered Intervention			
	Time	Personnel	Strategies
Tier III	Same as Tier II instruction with an intensive intervention schedule planned to target the unique needs of individual students.		In addition to Tier I & II instructional practices, research-based interventions as indicated in CPS RtI Handbook target the unique needs of each student. Tier III instruction is delivered in a ratio of one teacher to one to three students. Student progress is monitored weekly.  May lead to a referral for testing with system psychologist.
Tier IV	Same as Tier III in addition to individual scheduling as indicated by an IEP, TPC/ELL, or gifted plan	Guidance Counselors Intervention Specialist ELL Teacher School Psychologist Special Education teachers Teacher of the gifted	Same as Tier III with additional individual strategies and supports as indicated by an IEP, TPC/ELL, or gifted model of instruction

**H. Strategies/Materials to Support Literacy Plan (Existing/Proposed) to Include Technology**

**Table 11: Current Classroom Resources: An Audit of Systemwide Literacy Materials**

Current Classroom Resources					
	Pre K	CPS	CES	CMS	CHS
Reading Egg		X			
Study Island			X	X	
Brain Pop			X	X	
Student Computers (2 per room)	X	X	X	X	

<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)	Math & science only	50% of teachers

**Shared Resources.** Made possible by a generous grant from the community, Cartersville teacher 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.

**Table 12: Share Resources at School Sites.**

<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

Shared Resources					
	Birth- 5	CPS	CES	CMS	CHS
<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 CPS library collection’s average age is 12 years and there are 21.66 items per student. It has a balanced collection aligned to the Wilson Library Catalog standard. Both fiction and non-fiction resources are available to students.

**Resources need to implement the literacy plan including student engagement.** CPS struggles with identifying and engaging our students who need intervention. Due to the electrical infrastructure and lack of funds we, as a school system, have not been able to fully embrace the potential of new technology. This is being corrected through SPLOST funding. Digital tools and technology will help us provide curriculum and instruction that supports Universal Design for Learning. Students will have various ways of acquiring information, demonstrating what they have learned and multiple means of engagement to tap into student interests. We will use technology to provide supports, scaffolds, and challenges to engage and support all learners (CAST, 2011<sup>iii</sup>).

We have 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>iv</sup>).

Teachers will have on-demand reports that identify individual and groups of students who need support in specific skills/concepts. Small groups may be formed for direct, strategic instruction. Interactive and prescriptive software 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 that motivate students to learn.

Other materials have been identified to boost rigor and promote the higher-level thinking skills. These include author and topic studies, expanded leveled libraries, and children's books in both English and Spanish. The SLC will purchase specific titles geared to student needs.

**Activities that support classroom practices and literacy intervention programs.** Teachers in self-contained classrooms 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 students respond to literature.

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 teachers read aloud and discuss the same book in all classrooms. Students' responses to this literature will be shared through hallway displays. Academic vocabulary from the text will be included on the classroom word wall.

**Additional strategies needed to support student success.** Due to the focus on the four-tiered RtI model within ***Making It Personal***, teachers will need to receive professional learning as they implement new strategies to support student success. Those activities include:

- Integration of new technology in instruction
- Formalize collaborative practices leading to increased student learning
- Use of data to inform instruction and prescribe interventions
- Integrate and effectively support literacy in content areas
- Transition to CCGPS to prepare students for college and careers

### I. Project Procedures and Supports

CPS begins at 8:00 a.m. and ends at 2:30 p.m. Teachers implement a **90-minute literacy block** that using the Readers/Writers Workshop model. Tiered needs will be identified through screening assessment and met through strategic teacher-led instruction (whole group, flexible small groups, one-on-one) and individualized digital interventions. Science and social studies are taught in 30-minute blocks on alternate days. Instruction in these content areas will allow students to integrate and practice literacy skills. Afterschool tutorials and mentoring are provided through community partnerships with CHS, Boys and Girls Club, Hands of Christ Hispanic Center, and Etowah Public Housing and CPS afterschool tutorial.

**Table 13: A Sample Daily Schedule:**

Time	Subject	Time	Subject	Time	Subject
<b>Kindergarten</b>		<b>First Grade</b>		<b>Second Grade</b>	
8am-10:30	Literacy Block	8am-10: 30	Literacy Block	8:00-8:15	Opening Activities
10:30-11:00	Music, P.E., media center (alternate)	10:30-10:45	Recess	8:15-8:45	Music, PE, Media Center
11-11:30	Lunch	10:45-12:15	Math Block	8:45-11:15	Literacy Block
11:30-1:00	Math Block	12:15-12:45	Lunch	11:15-11:45	Lunch
1:00-1:15	Recess	12:45-1:15	Social Studies/ Science (alternate)	11:45-12:15	Social Studies/ Science
1:30-2:00	Social Studies/Science	1:15-1:45	Music, PE, Media Center	12:30-2:00	Math Block

Time	Subject	Time	Subject	Time	Subject
<b>Kindergarten</b>		<b>First Grade</b>		<b>Second Grade</b>	
	(alternate)				
2:00-2:30	Closing Activities	1:45-2:30	Closing Activities	2:00-2:30	Closing Activities

**J. Professional Learning Strategies Based on Documented Needs**

**Table 14: Professional Learning Activities from the Current Year**

	<b>2011-2012</b>	
<b>Topic</b>	<b># Of Hours</b>	<b>% Of Staff Attending</b>
<b>Foundational Overview of CCGPS Literacy/Performance Based Assessments (K-8)</b>	21 hours + 9 on-site job-embedded coaching	20%
<b>Leading the Way CCGPS – ELL and SWD (K-12)</b>	7 hours	15%
<b>Overview of Literacy for Social Studies (K-8)</b>	7 hours	25%
<b>Overview of Literacy for Science and Technical Courses (K-8)</b>	7 hours	25%
<b>Introduction to CCGPS for Administrators</b>	7 hours	100%
<b>CCGPS Speaking &amp; Listening (K-8)</b>	1 day	100%

**On-going professional learning. Standards Based Instruction (SBI).** The District has provided training and support opportunities to all schools regarding Standards Based Instruction. The most observable evidence of SBI in classrooms K-12 is the incorporation of an instructional framework, most frequently seen as the workshop model, in all content areas. Other evidence of SBI in many classrooms 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
- 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, all Instructional Coaches in the system received Coaches Training consisting of five days of professional learning, as well as several days of on-site job-embedded coaching in each school (K-8). This training focused on Coaching skills and strategies, with a strong emphasis on Professional Learning Communities. All schools have provided common planning time for teachers to meet together on a regular basis. Coaches plan and facilitate learning opportunities for teacher teams at these times, as well as supporting teachers who also plan and facilitate learning sessions. CPS 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.** Common Core Standards have been embedded in training sessions since their adoption in Georgia. The District will provide an overview of the CCGPS for grades K–8 beginning January 2, 2012 and continuing throughout the school year. This training, along with on-site job-embedded coaching, will provide teachers with an understanding of the standards, how the standards will affect new assessments, and how teaching techniques and strategies will have to change to meet new expectations

**Rigor.** Improving the rigor of student tasks has been a focus in Georgia as well as Cartersville City School System. Much of the training involved information about Depth of Knowledge Levels and how those levels align with Blooms Taxonomy and other critical thinking plans. Tasks were studied for rigorous cognitive demand as well as student response demand. Teachers K-12 are working to increase

rigor in daily assignments, projects and assessments. The Common Core Training beginning in January will provide teachers with even more information and practical applications for rigor in all classrooms.

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

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

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

- 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 15: Survey Results**

Needs Assessments to Determine Professional Learning Needs—Spring 2011					
% Agreeing this is important or very important	CPS	CES	CMS	CHS	District
On-going professional learning activities and programs	86%	82%	68%	83%	81%

<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>
Support for new/experienced teachers	91%	85%	89%	81%	87%
Assessing student achievement	89%	88%	73%	87%	85%
Implementation of effective teaching practices	94%	87%	82%	90%	88%
Differentiating instruction for students	95%	86%	75%	73%	86%
Insuring equal access to quality instruction to all groups of students	88%	93%	84%	75%	85%
Strategies and programs for closing the achievement gap	86%	89%	80%	66%	81%
Use of instructional technology	79%	89%	86%	94%	87%

**K. Assessment/ Data Analysis Plan**

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

**Table 16: Assessment/ Data Analysis Plan**

<b>Assessment</b>	<b>Purposes</b>	<b>Skills Measured</b>	<b>Test Frequency</b>	<b>Application</b>
<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 &	1 X per year prior to Kindergarten entry	Continue

Assessment	Purposes	Skills Measured	Test Frequency	Application
		Shape Identification		
<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
<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>DRA 2</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

Assessment	Purposes	Skills Measured	Test Frequency	Application
<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
<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	Reading, ELA, Math, Science & Social Studies	Ongoing	Continue

Assessment	Purposes	Skills Measured	Test Frequency	Application
	IEP progress for students with profound disabilities.			
<b>GA Online Assessment</b>	D	G, PA, P, RC, V  ELA, Reading, Science, Social Studies, Math & CCGPS	3 X per year	Current
<p><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&amp;R-Alliteration and Rhyming, NWF- Decoding, ORL- Oral Reading Fluency, V-Vocabulary, RC-Reading Comprehension, CCGPS- Common Core Georgia Performance Standards, S=Screening, PM=Progress Monitor, O=Outcome Based, D=Diagnostic; IPI- Informal Phonics Inventory, SRI-Scholastic Reading Inventory</p>				

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

**Comparison to SRCL Assessment Plan and New Assessment Schedule.** Past assessments have been unique to our school, limited in content measured, and not easily articulated when we send students to the Elementary School. We recognize the need for universal screeners that are used in more than one school. To that end, we will discontinue On the Mark and introduce DRA2. This assessment will provide valuable data on oral fluency and align with assessments administered at Cartersville Elementary (CES)

and Middle Schools (CMS). The addition of IPI will enable teachers to target specific decoding needs of students. We will continue to use AIMSWEB as it aligns with DIBELS Next.

**Assessments to be Discontinued.** CPS will discontinue the use of On the Mark. It will be replaced with the DRA2 screened currently used in CES and CMS.

**Training Necessary for New Assessments.** Teachers will receive training to ensure accuracy of test administering. Additionally, training will be provide 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 *Making It Personal* for their students— ensuring student success.

**Sharing Data with Parents and Stakeholders.** Parents will receive data about their child’s progress on report cards and progress reports. During Parent Teacher Conferences, teachers will explain each assessment and interpret results. Student progress data is also available through our student information system’s “Parent Portal.” Assessment data is also critical during RtI/Due Process meetings. The classroom teacher, counselors, and administrator, Special Needs Director or Literacy Coach, use data to determine intervention services. It is critically important that all stakeholders understand the 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 to interpret and use data as they communicate with parents and colleagues.

**L. Experience of the Applicant**

**Table 17: Other Initiatives: CCS Experience Operating Successful Grant Projects**

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 3 times during the school year and a 2-week Summer Institute on planning instruction and teaching math and science in the standards based classroom.	\$442,072

<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.

To sustain a high level achievement for all students Birth–12<sup>th</sup> grades, CCS had established community based partnerships with local churches, Boys and Girls Club and Etowah Public Housing to support students before school enrollment and after school hours. Cartersville trains volunteers in these programs to provide tutorial services. In addition, the Office of Curriculum & Assessments meets with these groups on a regular basis to help guide the program offer support, and resources

Our teachers have attended Department of Education training on the systemwide 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. Character Education Grant:** 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. Communitywide, we emphasize one of these words each month during the school year. We currently fund the program with local funds and funds raised by students (selling magazines, wrapping paper) and schools (picture money) reaching out to the community.

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

**GateKey Scholars** is a response supported by the community to help students of poverty attain a free college education. Georgia Highlands College and Chattahoochee Technical College agreed to charge half of the required tuition if we could fund the remainder. At 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. Cartersville recognized that our students' families could not afford these tests but felt they were vital instrument to our students college and career readiness.
- Incorporating the salary for an Intervention Specialist and Adaptive Physical Education specialist for students with profound disabilities into the operating budget. These positions were formally funded by Title I 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. If that is not possible, we raise funds in our community and reach out for local partners and support.

**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, 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. It 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 and as universal screeners implemented systemwide. The Pre-K program will be reinstated to the previous 180-day school year.

**Table 18: 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>

	Title I Funds	Title II Funds
<b>CES</b>	Teachers, math, and literacy coaches  Expendable Equipment and supplies <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>	Substitutes Teachers and fees for the following Professional Learning activities: Math and ELL Conferences, GPS Alignment, Analyzing Data, and Children of Poverty Instruction workshops
<b>CMS</b>	Math and literacy coaches  Expendable Equipment and supplies <ul style="list-style-type: none"> <li>• Salaries for two Academic Coaches</li> <li>• Instructional technology</li> </ul>	Substitutes Teachers and fees for the following Professional Learning activities: Math and ELL Conferences, GPS Alignment, Analyzing Data, and Standards Based Instruction workshops <ul style="list-style-type: none"> <li>• Supplement for Special Education teachers getting content area certification</li> </ul>
<b>CHS</b>	Not a Title I school  Receives \$7,000 for homeless students	Substitutes Teachers and fees for the following Professional Learning activities: Math Conferences, GPS Alignment, Analyzing Data, and Standards Based Instruction workshops <ul style="list-style-type: none"> <li>• Supplement for Special Education teachers getting content area certification</li> </ul>

**Special Purpose Local Option Sales Tax** This funding will allow us to upgrade electrical infrastructure at Cartersville Primary School, which was built in 1976, and to reduce bond debt. This funding is aligned to the SRCP funding as it will enable students at CPS to utilize digital tools and interventions that could not have been used due to lack of infrastructure.

**Table 19: Resources of Each Building.**

	Pre-K	Primary	Elementary	Middle	High
<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

	Pre-K	Primary	Elementary	Middle	High
Technology Room		X			
Instructional Resources for Career Pathways				X	X

**Supplement Not Supplant.** *Making It Personal* is designed to complement, promote, and extend a variety of existing literacy and technology initiatives in Cartersville City School System. Our proposal represents taking the next steps in preparing our teachers for the rigor and relevance of the CCGPS and the College and Career Readiness standards. The foundation was laid in customized Professional Development and onsite job-embedded coaching that was sustained from Federal (Title I ARRA, Title I & II) funds. Next steps will introduce our PLC'S 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. *Making It Personal* represents a new approach to ensuring literacy or supplementing those strategies that federal funds supports.

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

- Institutionalizing a framework for collaborative practices** will distribute leadership and empower all educators to effectively use data to analyze needs, plan strategically, measure effectiveness, and then determine next steps while fostering an atmosphere of support and collaboration among teachers. This will inculcate a culture of continuous improvement at the district, school, and classroom level that can be easily sustained and allowed to permeate new hires through modeling and mentorship.

- **Increasing lexile levels of students** by providing individualized interventions, instruction, and more complex text including more informational text with increasing text complexity will move all students closer to college and career readiness.
- **Integrating literacy instruction**, particularly at the middle and high school with their departmentalized structure, will give purpose and meaning for literacy skill development and prepare students for the rigor of common core. Integrating instruction fosters a culture of learning based on literacy across all content areas and grade levels and increasing the number of students who are college and career ready.
- **Providing training and resources** to teachers to; create high-quality lessons and rigorous instructional units closely aligned with literacy 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. This will allow teachers to incorporate more complex informational text in instructional units preparing students for their next steps—college readiness and career pathways.
- **Adding rigor and improving reading and writing skills** will increase success rate of students enrolling in post-secondary institutions or entering the workforce/military.

#### N. Management Plan and Key Personnel

**Management Plan.** *Making It Personal* creates a 3-tiered governance structure within Cartersville School System that distributes leadership to the classroom level. At the classroom level, teachers will participate in PLC to analyze data and determine instructional delivery. At the school level, the teacher-leader for each of the 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 the other in Media. Mrs. Cowan leads collaboration with the community through outreach and engagement. Under her direction, CCS coordinated and implemented the GA Performance Standards systemwide. 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 is part of her duties. Mrs. Cowan can connect with both teachers and administrators in CCS as she has served in their roles. Prior to taking on her current position, she was a building level administrator for eight years (Principal at CES for six years and Asst. Principal at CPS for two-and-one-half 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 19: Personnel Managing Grant**

Title	Individual Responsible	Supervisor	Striving Readers Responsibilities
<b>Curriculum &amp; Assessment Director</b>	Peggy Cowan	Dr. Howard Hinesley. Superintendent	Project Manager and oversee all aspects of the grant including scheduling PD and training
<b>Purchasing</b>			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	Represent interests/ needs of ELL; further communication and support.

Title	Individual Responsible	Supervisor	Striving Readers Responsibilities
		Accountability	
<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 Coordinator</b>	Sheryl McDonald	Ken Clouse, Asst. Superintendent	

**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 our teachers and district personnel signed a commitment form that indicated their support of the goals of this Striving Readers project.

The community plays a large role in supporting the literacy initiative and *Making It Personal*. This is shown through attendance in School Board meetings, survey responses and community partnership and resources. Taking an active role in their student's success enables CCS to create an

engaging environment and consistently 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 Center, the Director of Public Housing and The Teen Center/ Woman's Resource Center, reflected this practice including letters of support.

#### **O. Sustainability Plan**

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

As part of this model, one or more of our school or district personnel will be selected, trained, and certified to become an "in-house" advisor and replace the site-level support services. An in-house advisor typically devotes approximately 20% 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 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 3-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
  - Sharing of rigorous instructional units integrated with literacy skill development
- Plan for extending assessment practices beyond the funding period
  - The system will use either Title I funds or local assessment funds to continue the assessment practices beyond the funding period
- Plan for extending professional learning practices beyond the funding period
  - The grant will be used to train teachers to become instructional leaders within their department/grade level. It is anticipated that they will provide support and training for new teachers and colleagues.
  - Model literacy classrooms will be established and will serve to provide training for other professional staff

#### **IV. Budget Narrative**

Striving Readers Grant funds will be used for the following:

1. **Salaries:** Whenever, possible, CCS will schedule training during in-service days. However, when that is unavoidable, substitute teachers will be provided for teachers receiving training during regular school days.
2. **Stipends and Travel:** Teachers attending system and GADOE sponsored summer training will receive a stipend and travel costs will be reimbursed by the system.
3. **Indirect Costs:** Funds based on the state approved Indirect Cost rate for our district will be budgeted in the grant.

4. **Appropriate Literacy Instruction:** The grant proposes to purchase universal screeners to measure developmental functions as well as mastery of literacy components needed to inform instruction and individualize interventions for each child. At a minimum, screeners covering all age appropriate literacy standards will be administered 3 times per year. Those students experiencing difficulties will be screened more often and in more depth.
5. **Professional Learning:** The rigor of the GPS will necessitate a change in our instruction for children. Our children will be challenged to develop cognitive skills through reflective thought, analysis, problems solving, evaluation, and creativity. Interwoven in this common core curriculum is the emphasis of literacy components that cross all subject areas. Teachers will need training to develop evidence-based instructional frameworks and assess effectiveness of learning through collaboration as they assess student needs, plan targeted instruction, and analyze results of instruction.

Teachers will be involved in training; accompanied by job-embedded coaching to expand academic vocabulary, implement literacy across all content areas, integration of technology in instruction, and develop performance-based assessments.

6. **Interactive Web-Based Software:** When students are struggling with content or are at-risk of failure, self-paced digital intervention tools are both engaging and prescriptive. The grant would provide comprehensive research-based software designed specifically to deliver instruction addressing the specific learning needs of each child. Students will receive targeted instruction in a non-threatening environment that encourages them to take personal responsibility for their own learning.
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. **Information and Literary Text:** Each month the entire school will read a selected text, designed to stimulate discussion and prompt students to respond to the text. The hallways will be lined with student responses classroom word walls will include academic vocabulary from the text. Grant funds will be used to purchase these texts.

The majority of children of poverty do not have access to books needed to enhance the early literacy development necessary for school readiness. CCS has a program that feeds needy children on weekends and during the summer. Paperback children's books, along with a pamphlet suggesting ways to use the book, will be included in food packages. Parents receiving these packages will also be invited to attend special programs designed to help 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.

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

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