

Form Name: School Improvement Grant 2015-16
 Submission Time: September 4, 2015 2:44 pm
 Browser: Safari 7.1.6 / OS X 10.9 Mavericks
 IP Address: 150.216.10.48
 Unique ID: 212627686
 Location: 35.523498535156, -77.300796508789

School District Name	Cherokee County School District
School District Address	141 Twin Lake Rd. Gaffney, SC 29341
DUNS Number	077990661
TIN	6001580
Is the school district registered and active with the federal System for Award Management (SAM)?	Yes
Select the number of schools to be served with this SIG funding.	1
SIG Contact Person's Name	Dr. Denise Wooten
Position	Principal
Phone	(864) 206-2449
E-mail	denise.wooten@cherokee1.org
Superintendent's Name	Dr. Quincie Moore
Phone	(864) 206-2201
E-mail	quincie.moore@cherokee1.org
Finance Director's Name	Ms. Brock Heron
Phone	(864) 206-2224
E-mail	brock.heron@cherokee1.org
Title I Coordinator's Name	Ms. Martha Blackwood
Phone	(864) 206-2236
E-mail	Martha.Blackwood@cherokee1.org
School 1 Name	John E. Ewing Middle School
School 1 Address	171 E. Junior High Rd. Gaffney, SC 29340
Principal's Name	Dr. Denise Wooten
Phone	(864) 206-2449
E-mail	denise.wooten@cherokee1.org
School 1 NCES ID#	450150000284
School 1 Status	Focus
Proposed Intervention Model (School 1)	Evidence-Based, Whole-school Reform Model
Year 1 Funding for School 1	96991
Year 2 Funding for School 1	127047
Year 3 Funding for School 1	109447
Year 4 Funding for School 1	113447
Year 5 Funding for School 1	109447
Total Funding for School 1	556379
Five-Year Total Project Cost (for all schools and LEA-level activities)	556379
Total Amount Requested for Year 1 (for all schools and LEA-level activities):	96991
Salaries (100)	24500
Employee Benefits (200)	6196

Purchased Services (300)	47850
Supplies & Materials (400)	18445
Capital Outlay/ Equipment (500)	0
Other Objects (600)	0
Indirect Costs (700)	0
Total Costs (All Schools)	96991
Program Summary	https://s3.amazonaws.com/files.formstack.com/uploads/2027851/33059529/212627686/33059529_sig_project_summary.pdf
Application Narrative	https://s3.amazonaws.com/files.formstack.com/uploads/2027851/33059527/212627686/33059527_sig_narrative_2015.pdf
Budget Narrative	https://s3.amazonaws.com/files.formstack.com/uploads/2027851/33059526/212627686/33059526_5yearbudgetnarrative.xlsx
Appendices	https://s3.amazonaws.com/files.formstack.com/uploads/2027851/33059517/212627686/33059517_appendices.pdf

John E. Ewing Middle School (Cherokee County School District)

SIG Application

Project Summary

For many years, the Cherokee County School District has struggled to meet AYP indicators, reach adequate SCPASS and EOC test rates, and graduate subgroups of at-risk students as college and career ready. In particular, many students at John E. Ewing Middle School, a small, rural Focus School, are functioning below grade level in core content areas and are at-risk for dropping out of school. In addition, all students at Ewing Middle School receive free breakfast and free lunch, and many students do not have adequate support or adult role models that can provide crucial mentoring regarding life's challenges and future directions. Whether a student is preparing to enter the workforce directly out of high school or enter college or technical school, students often lack necessary information, opportunities, and influence to positively affect future goals and activities. If such academic, mentoring, and career needs are not adequately addressed, discipline referrals can then increase, student GPAs may drop, absenteeism and truancy rates may rise, and the dropout rate may certainly spiral. The long-term effect will be that these students will leave the Cherokee County School District ill-prepared for the future.

To address this challenge, this Evidence-based, Whole-school reform model will provide multi-tiered, multi-faceted intervention to middle school students, with particular attention given to students at-risk for dropping out. Consistent with recommendations from the National Dropout Prevention Center (2008) and the IES Dropout Prevention Guide released by the National Center for Education Evaluation and Regional Assistance (2008), three major interventions or sources of support will be employed: Academic Support, Mentoring Support, and College & Career

Readiness Support. This Evidence-based, Whole-school reform model integrates the best of established and recognized programs: *Content Literacy Continuum* and *Communities in Schools*. The *Content Literacy Continuum* (CLC) is listed by the National Dropout Prevention Center as a model program, and is also listed a second time on the NDPC website as a model intervention of the *Strategic Learning Center* in conjunction with the University of Kansas. The performance of students will be tracked using the benchmark indicators set out in the grant RFP and collecting classroom, school, and district data. By tracking the outcomes of the targeted students, the project staff will be able to assess the impact of the Evidence-based, Whole-school reform model and determine the degree of success for students at John E. Ewing Middle School.

Sustainability is an essential component of this project and there are several specific strategies that will be deployed to ensure that the project will maintain activities beyond the term of the grant. First, the Cherokee County School District will build internal capacity within Ewing Middle School and the district by certifying teachers to provide Content Literacy Continuum/Strategic Instruction Model (CLC/SIM) professional development. A second sustainability effort will address school climate, family engagement, and community partnerships. The faculty and staff of Ewing Middle School will promote positive school climate and increase the number of parents satisfied with the learning environment, the social/physical environment, and home-school relations. Third, the project director will pursue partnership opportunities with Limestone College and Spartanburg Community College to access additional sources of funding that will extend grant activities. Two private foundations have already been targeted for such support. Fourth, students from Ewing Middle School who transition to Gaffney High School will be tracked to monitor their continued performance, particularly with regard to remaining in school. Fifth, project information and outcomes of the project will be disseminated

to schools, agencies, and other audiences. For example, the project manager and members of the EMS leadership team will present information to state directors and school audiences at least one state conference. The Cherokee School District is also open to host visits from other districts and agencies interested in seeing the Evidence-based, Whole-school Reform program in operation.

1.a. Needs Statement—Schools to Be Served

SCHOOL NAME	NCES ID#	PRIORITY	FOCUS	INTERVENTION
John E. Ewing Middle School	450150000284		X	Evidence-based, Whole-school Reform

1.b. Needs Statement—Needs Assessment

For many years, the Cherokee County School District has struggled to meet AYP indicators, reach adequate SCPASS and EOC test rates, and graduate subgroups of at-risk students as college and career ready. In particular, many students at John E. Ewing Middle School, a small, rural Focus School, are functioning below grade level in core content areas and are at-risk for dropping out of school. In addition, all students at Ewing Middle School receive free breakfast and free lunch, and many students do not have adequate support or adult role models that can provide crucial mentoring regarding life’s challenges and future directions. Whether a student is preparing to enter the workforce directly out of high school or enter college or technical school, students often lack necessary information, opportunities, and influence to positively affect future goals and activities. If such academic, mentoring, and career needs are not adequately addressed, discipline referrals can then increase, student GPAs may drop, absenteeism and truancy rates may rise, and the dropout rate may certainly spiral. The long-term effect will be that these students will leave the Cherokee County School District ill-prepared for the future.

The Ewing Middle School (EMS) leadership team consists of professionals from within the school, parents and grandparents of students, and community business people. This team has analyzed multiple documents regarding current instructional programs, school leadership, and

school infrastructure. Furthermore, the team continues to analyze multiple forms of data including student performance data (e.g., GPA, MAP/SCPASS scores, absenteeism, discipline referrals), survey data from family and community members, staff, and students, as well as internal performance goals. Given the data, as documented in the Ewing Middle School 5-year Renewal Plan and Annual Strategic Plan, the most recent major needs assessment revealed teachers inadequately prepared to teach content literacy to mastery levels demanded by state tests, teachers unprepared to teach students with disabilities in inclusive settings, and teachers generally working “harder, not smarter.” Poor perceptions of the school were noted, along with poor participation of parents in school matters, and concerns about apathy toward education among students and parents.

On the most recent State of South Carolina Annual District Report Card for the Cherokee County School District, the absolute rating was *Average* and the growth rating was *At-Risk*. On the SC Annual School Report Card for Ewing Middle School, the absolute rating and the growth rating was *Average*. Designated as a Focus School, EMS did not meet AYP in achievement for students with disabilities, African-Americans, and students with subsidized meals in 2014-2015. A mere 20% to 40% of students with disabilities met proficiency status on state mandated tests at EMS, about half of the African-American students scored proficient on the SCPASS across core content areas, and less than half of the students who received subsidized meals met proficiency status on the SCPASS.

With a student enrollment of just over 400, students in three particular subgroups (students with disabilities, African-Americans, and students with subsidized meals) make up well over 25% of the population at EMS. Additionally, students in this “target group” had the majority of office referrals during the last school year and an overall “D” average in academic

classes. After considering all data sources, the school leadership team, including family and community members, agreed that an Evidence-based, Whole-school reform model should be adopted. The model should be multi-tiered and multi-faceted in order to address literacy across the curriculum for all students, target students in specific subgroups with more intensive academic assistance, access and engage community members and resources to mentor students, and enhance college and career readiness.

1.c. Needs Statement—Prior Improvement Initiatives

Over the last five years, with the use of Title 1 funds, Ewing Middle School (EMS) has attempted to increase student achievement in several ways. For example, in the last year alone, the school has invested in hardware and software to enhance instruction (\$77,000), materials to support standards implementation in core classes (\$53,000), as well as materials for summer reading programs, innovative assemblies, student incentives, teacher workshops, and parent trainings (\$22,000). In addition, EMS has included students with disabilities in general education classes, but curriculum strategies used by the content area teachers have proven ineffective as evidenced by previous data. EMS has also made efforts to address the problems previously described by implementing school wide efforts such as Positive Behavior Interventions and Supports, Project-Based Learning, Junior Achievement, KNOW (2), and enhanced public relations with the community. However, there are no well-coordinated efforts between the school and community with regard to intensive and sustained support, particularly for the target group of students. The lessons learned indicate that what is needed is a multi-tiered and multi-faceted Evidence-based, Whole-school reform model to address literacy across the curriculum for all students, target students in specific subgroups with more intensive academic assistance, as well

as access and engage community members and resources to mentor students and enhance college and career readiness.

2.a. Project Design—Objectives

This effort will support multi-tiered, multi-faceted interventions for at-risk students with and without disabilities, including academic, mentoring, and college & career readiness interventions. The performance of students will be tracked using the benchmark indicators set out in the grant RFP and collecting classroom, school, and district data. By tracking the outcomes of the targeted students, the project staff will be able to assess the impact of the Evidence-based, Whole-school reform model and determine the degree of success for students at John E. Ewing Middle School.

Specific, Measurable, Achievable, Relevant, Time-Specific Objectives

The goals of this project reflect the needs identified in Section 1 and coincide with the evaluation plan (section 5):

1. By June 2019, the proficiency rates of the target population on state assessments will increase annually by at least 50%, as evidenced by state assessment end of year reports.
2. By June 2019, the mean grade point average of target students will increase by a minimum of 1.0, as evidenced by end of year reports.
3. By June 2019, the percentage of target population reading on grade level will increase by a minimum of 50%, as evidenced by end of year reports.
4. By June 2019, the number of target students retained in grade will be the equivalent of less than 1%, as evidenced by end of year reports.

5. By June 2019, 100% percent of the target population will remain in school, as evidenced by end of year completion rates.
6. By June 2019, the attitude of target population toward school and learning will improve, as evidenced by the difference between pre and post questionnaire responses in the fall and spring.
7. By June 2019, absenteeism and the truancy rate for the target group will be reduced by a minimum of 90%, as evidenced by end of year reports.
8. By June 2019, the number of discipline referrals for the target group will be reduced by a minimum of 90%, as evidenced by school office records.

Each objective reflects the needs identified by stakeholders in the EMS 5-year Renewal Plan and Annual Strategic Plan. That is, objectives 1, 2, 3, 4 and 5 regarding SC assessment data, grade point average equivalents, poor reading levels, grade retention, and remaining in school reflect data reported in needs assessment reports and mirror the purposes of the subgrant award with regard to Evidence-based, Whole-school reform. These objectives will be evaluated utilizing data accessible through classroom, school, and district data management systems, and will be easily quantifiable. For example, in the tiered intervention classes for the target students, formative data will be collected by teachers each week using performance protocols built into the learning strategies curriculum, and standardized reading assessments will be used at the beginning and end of the year to measure the change in grade level performance. End of Course and SCPASS performance will be accessible through the district data management system, as are data regarding grades, retention, and continued school enrollment. The attitudes of the target students will be assessed once school begins and at the end of the school year (objective 6). Absenteeism, truancy, and office referral data are collected each day and are easily accessible

and quantifiable (objectives 7 and 8). The Project Director in conjunction with the School Leadership Team will complete evaluation of each objective at the end of each school quarter as well as at the end of each school year.

2.b. Project Design—Reform Model Plan

This Evidence-based, Whole-school reform model will provide multi-tiered multi-faceted intervention to middle school students, with particular attention given to students at-risk for dropping out. The model will employ the *Small Schools of Choice (SSC)* Model, a non-proprietary strategy approved by the US Department of Education in the SIG final requirements. SSC includes three core principles that will be operationalized at Ewing Middle School: Academic Rigor, Personalized Relationships, and Relevance to the World of Work. These core principles are consistent with recommendations from the National Dropout Prevention Center (2008) and the IES Dropout Prevention Guide released by the National Center for Education Evaluation and Regional Assistance (2008).

Academic Rigor is designed to improve the academic performance of all students in the school, with particular attention given to identified at-risk students. Research has suggested that teaching specific evidence-based strategies can improve the performance of all students, particularly for at-risk students. Moreover, acceptable performance on state tests depends on students' success on literacy tasks. In response, researchers have validated strategies, including the Word Identification Strategy and the Main Idea Strategy, which improve reading performance (Boudah, 2007; Lenz & Hughes, 1990). Additionally, Graham, Harris, and colleagues (De La Paz & Graham, 2002) have validated strategies for improving student written compositions.

Given the context of student needs, as well as the proven success of strategies, Academic Rigor will employ instructional and learning strategies from the *Content Literacy Continuum* (Boudah, et al., 2010), a multi-tiered, whole-school framework that employs elements of the *Strategic Instruction Model* (Schumaker & Deshler, 1992, 2010). Evidence has indicated that CLC raised the performance of students in North Carolina schools (Boudah, 2014, 2015) and in South Carolina schools (Boudah, et al., 2013) (Boudah, 2014, 2015). Moreover, implementation of learning strategies, as a tiered intervention for small groups of students with more intensive literacy needs, has resulted in consistent gains on standardized reading measures. An IES report (2008) suggested that such interventions have significant probability of preventing dropouts.

Personalized Relationships is the second major principle of SSC that will be operationalized in John E. Ewing Middle School's Evidence-based, Whole-school reform model. Like Academic Rigor, fostering personalized relationships through mentoring is a key recommendation of the National Dropout Prevention Center and the IES Dropout Prevention Guide. Personalized Relationships will be supported through a network of volunteer mentors including business people, parents, pastors, physicians, engineers, and a host of other talented individuals who desire to serve their community and impact the lives of young people. Comprehensive orientation and training will be provided to volunteers from the Cherokee County community in partnership with the local SC affiliate office of *Communities in Schools (CIS)*. The role of a mentor is to provide respectful, empathetic support and coaching through a long-term personalized relationship in order to help students develop decision-making skills, interact appropriately with people, and positively self-advocate for resources. A Mentoring Coordinator will establish regular communication with mentors to create and maintain mentoring

schedules, document challenges, and coordinate necessary support to respond to the needs of students.

Relevance to the World or Work is the third major *Small Schools of Choice* principle operationalized in this Evidence-based, Whole-school reform model. Middle school students will engage in career exploration and job shadowing to address elements that may be present in school-to-work programs (IES Dropout Prevention Guide, 2008). The project’s Mentoring Coordinator and school counselors will partner with the local Business Alliance and Chamber of Commerce to identify potential jobs in the community that match the interests and aptitudes of targeted students, and arrange job site visits and shadowing experiences for individual students in the community. Students will also participate in a youth summit/career day where students will listen to a motivational speaker, and community members who work in different fields will share workplace experiences. In addition, the Mentoring Coordinator, school counselors, and volunteer mentors will assist students in simulated job interviews, preparing resumes and applications for jobs, learning about college options, and visiting college campuses.

2.c. Project Design—Evidence-based, Whole-school Reform Model

This Evidence-based, Whole-school reform model will implement key principles and elements of the *Schools of Choice (SSC)* Model. SSC is an USDOE-approved SIG non-proprietary strategy for Evidence-based, Whole-school reform. SSC principles of Academic Rigor, Personalized Relationships, and Relevance to the World of Work will be operationalized in specific interventions at Ewing Middle School. SSC research has indicated significant positive effects in struggling schools, where SSC implementation has been linked to a 9.4% increase in high school graduation rates and a 8.4% increase in college enrollments (MDRC, 2010). Positive

effects were documented for students of particular interest in this project also: low-performing readers, students receiving free and reduced-price lunch, and minority group students.

A similar multi-faceted, multi-tiered, Evidence-based, Whole-school reform model has been implemented closer to home in Anderson School District Two (ASD2). ASD2 is situated in Anderson County approximately 12 miles east of the city of Anderson, South Carolina. Similar to Cherokee County Schools, ASD2 is classified as a rural district of medium-size in South Carolina. Roughly 16 to 18% of Anderson Two's student population is classified as students with disabilities. The percent of students qualifying for free or reduced lunch status is approximately 45% percent. With many industries leaving in recent years, this has created a problem of future employment for those students who do not have a high school diploma. Prior to the 2007-2008 school year, middle and high school students in minority and disability subgroups had never met AYP in achievement. Specifically, 85% of the students with disabilities scored Below Basic or Basic on state mandated tests at all schools, the graduation rate for students with disabilities was a mere 40%, only 56% passed HSAP on their initial attempt, and only 38% had a passing rate on End of Course (EOC) tests based on 2008 Report Card Data. Thus, not only is the ASD2 setting similar to the Cherokee County School District setting, the subgroup population performance data are similar to the performance data from Ewing Middle School target subgroups. In addition, like Ewing Middle School, the middle and high schools in ASD2 attempted other school wide efforts such as Positive Behavior Interventions and Supports (PBIS), but ultimately implemented the same key principles of *Small Schools of Choice (SSC)* (Academic Rigor, Personalized Relationships, and Relevance to the World of Work) as an Evidence-based, Whole-school reform model.

After key strategies were implemented to enhance Academic Rigor across the school, EOC data were analyzed for 13 teachers at Belton Honea Path High School, including 7 core subject teachers who participated in intervention activities and 6 core subject who did not. Comparing the End of Course (EOC) test scaled scores of all students in the classes of teachers who participated in intervention activities with the EOC test scaled scores of all students from comparison teachers who did not participate in intervention activities, the difference was statistically significant ($F= 12.9831$, $df= 1, 881$, $p<.0003$), favoring the students in the classes of teachers who participated in intervention activities (Boudah, et al., 2010).

Moreover, students with and without disabilities in the lowest reading performance quartile (<25) who participated in Xtreme Reading as an intensive reading intervention tiered support, improved reading performance by an average of approximately two grade levels in less than a year's time in consecutive years of implementation (Boudah, 2014, 2015). In addition, target students' GPAs, attendance rates, and attitudes evidenced improvement while discipline referrals and dropout rates declined. Furthermore, Xtreme Reading was recently validated as a reading intervention according to What Works Clearinghouse protocols (Institute for Educational Sciences, 2015).

Dr. Daniel Boudah is a whole-school reform model developer and implementer. He has worked with Anderson County Schools, as well as numerous other schools in South Carolina, North Carolina, and in other states. He is an Associate Professor in the Department of Special Education, Research & Foundations at East Carolina University. Dr. Boudah previously taught general education and special education in public schools. He has been awarded federal, state, and other grants, and carried out evidence-based research in teacher planning and inquiry, learning strategies, content enhancement, systems change, and dropout prevention. He has

published work in professional journals, textbooks, newsletters, and teacher training materials. The Council Exceptional Children, the Council for Learning Disabilities, and the American Educational Research Association have nationally recognized his work for excellence. Dr. Boudah is a past president of the Council for Learning Disabilities, and has conducted numerous system change activities with public schools, state agencies, and private schools to develop and support Evidence-based, Whole-school reform, particularly in support of low-performing students and students with disabilities.

Small Schools of Choice is a non-proprietary strategy for Evidence-Based, Whole-School Reform adhering to USDOE SIG guidelines. Further based on USDOE SIG guidelines, Cherokee Schools conducted a rigorous review process and decided to partner with Dr. Boudah since he has demonstrated a record of success implementing whole-school reform and is likely to produce results for the school. Specifically, Dr. Boudah will assist the Cherokee County School District and Ewing Middle School in this effort as the Project Director. The Ewing Middle School (EMS) leadership team will meet with Dr. Boudah monthly to review and hold Dr. Boudah accountable for meeting performance requirements of the grant, including reviewing quarterly and annual data as pertaining to the objectives in Section 2a. The timeline established in this proposal will be used to monitor the completion of activities and grant-related strategies under the direction of Dr. Boudah. The timeline will be reviewed monthly as a checkpoint for completion of grant performance requirements.

2.d. Project Design—Restart Model

NA

2.e. Project Design---LEA's Rural School Eligibility

NA. Although Cherokee County Schools is eligible for services under subpart 1 or 2 of

Part B of Title VI of the ESEA (Rural Education Achievement Program), the LEA and Ewing Middle School do not propose to modify elements of a Turnaround or Transformation Model as per this proposal. This SIG application proposes an Evidence-based, Whole-school Reform Model.

2.f. Project Design—Adequacy of Resources

The Cherokee County School District will provide adequate resources and related support to Ewing Middle School (focus school) and commits to serve the school by providing necessary resources and support that are likely to be needed in each phase of the project. For example, during planning, the district will ensure that important stakeholders are informed that the grant has been funded, ensure that teachers and other district staff are available to plan activities required as per the funding proposal, and ensure that the finance officer is informed regarding district reporting requirements and timeline. During implementation, the district will make teachers and staff available for professional development activities, provide district facilities for community-related activities, and make communication outlets accessible to promote community-based activities. During the sustainability phase, the district will lead capacity-building efforts by involving school and district staff in training-the-trainer activities, support long-range planning activities and assess budget requirements, and work with community partners to access additional funding if needed.

In order to determine the district's capacity to provide these resources and support, a pre-proposal meeting was held to review grant requirements, including necessary resources and support. It was determined that the Cherokee County School District does have the capacity to provide the types of resources and support noted. Furthermore, once the proposal is funded, district representatives will meet again to review district capacity and reassess necessary

resources and support. If there are any discrepancies, those will be addressed to ensure operation of the grant, carry out proposed activities, and meet proposed objectives.

During a pre-proposal meeting including the district superintendent, school principal, middle school coordinator, and proposed project director, resource alignment was specifically discussed. Since Ewing Middle School is a Title 1 (focus) school, a preliminary plan and budget had been drafted, including specific activities and budget resource allocations. This SIG-funded Evidence-based, Whole-school Reform Model will align with the Title 1 plan, and supplement rather than supplant activities associated with the Title 1 plan. For instance, where the Title 1 plan proposed materials to support college and career readiness, this SIG will support opportunities for students to visit specific job locations and engage in job shadowing, a clearer operationalization of the SSC principle of *Relevance to the World of Work*. Where the Title 1 plan proposed materials for teachers regarding content literacy across the curriculum, the SIG will fund intensive, on-site professional development on evidence-based strategies to enhance *Academic Rigor*, including demonstration lessons, and on-going in-class teacher coaching in all content areas.

Given the capacity of the Cherokee County School District to offer necessary supporting resources as demonstrated by pre-proposal agreements, the expertise and experience of the proposed Project Director as a whole-school reform model developer as demonstrated by outcomes documented in similar school settings, the buy-in from Ewing Middle School staff and community stakeholders as demonstrated by the 5-Year School Renewal Plan and Annual Strategic Plan, the Cherokee County School District and Ewing Middle School are clearly positioned to fully and effectively implement the proposed Evidence-based, Whole-school Reform Model on the first day of the first school year of full implementation. Moreover, given

the clear set of planning phase activities and the timeline outlined in the next section, the district is confident that proposed activities can be fully and effectively implemented from “day one.”

3.a. Strategies—Planning and Pre-implementation

The planning and pre-implementation year of this SIG effort at Ewing Middle School (EMS) is essential. The strategies and activities outlined in the *Planning Year Timeline* (see appendices) will establish system operations to ensure that the project objectives are met. Once pre-award risk assessment is completed and grant funding is awarded, efforts at EMS will launch immediately with the development and establishment of the implementation plan by the project director and site-based team at EMS, which consists of the principal, district Title 1 Coordinator, teachers, and community stakeholders. Hiring decisions will need to be made regarding a Mentoring/College & Career Readiness Coordinator. A number of critical activities will be initiated such as identifying and verifying target students for intensive intervention, establishing partnership with *Communities in Schools*, initial professional development with teachers, and mentor recruitment. Teachers will also have an opportunity to develop classroom units to position themselves for implementation in the following year. In addition, baseline data will be collected, reported, and disseminated with regard to each of the objectives noted in Section 2 of this proposal. Executing each of these strategies to establish system operations during year 1 will prepare EMS to launch efforts immediately at the beginning of year 2 and carry out successful implementation of the Evidence-based, Whole-school Reform Model, including the SSC principles of Academic Rigor, Personalized Relationships, and Relevance to the World or Work. Please refer to the *Planning Year Timeline* in the proposal appendices.

3.b. Strategies—Evidence-based Strategies

Through this Evidence-based, Whole-school reform model, John E. Ewing Middle School proposes to employ the *Small Schools of Choice (SSC)* Model, a non-proprietary strategy approved by the US Department of Education in the SIG requirements, as a multi-faceted, multi-tiered intervention. SSC includes three core principles that will be operationalized at Ewing Middle School: Academic Rigor, Personalized Relationships, and Relevance to the World of Work. The strategies and activities outlined in the *Implementation Timeline* (see appendices) illustrate how Ewing Middle School will implement evidence-based strategies during the implementation year(s) of the award.

Given the context of student needs and demands as explained in Section 1 of this proposal, the SIG efforts at Ewing Middle School will utilize the *Content Literacy Continuum (CLC)* as the major strategy to address the SSC principle of Academic Rigor through tiered interventions to all students, with particular emphasis on low-performing readers. CLC is listed by the National Dropout Prevention Center as a model academic intervention program, and is also listed a second time on the NDPC website as a model intervention of the *Strategic Learning Center* in conjunction with the University of Kansas. Specifically, tiered academic interventions within the CLC include the *Xtreme Reading* curriculum (Strategic Learning Center, 2010) and *Content Enhancement Routines* (e.g., Boudah, 2000). A sampling of the evidence validating CLC is noted in Sections 2a and 2b of this proposal. In short, as a first tier academic intervention, content area teachers at Ewing Middle School will enhance literacy instruction for all students in content area classes. As second and third tier interventions, some teachers will provide more intensive reading and writing strategy instruction to identified students in a specific course during regularly scheduled school hours on school campus. This additional instructional

time will supplement, rather than supplant regular classes. Fidelity of CLC implementation will be insured by rigorous professional development, in-class instructional coaching by certified CLC professional developers, and validated by regularly scheduled principal walk throughs using protocols that are aligned with instructional components of CLC.

The principle of Personalized Relationships in SSC will be accomplished by a network of volunteer mentors who desire to impact the lives of young people and serve the Cherokee County community. This grant-funded effort will utilize *Communities in Schools* (CIS) as the major strategy to address the principle of Personalized Relationships. Mentors will learn about CIS evidence-validated mentoring practices (ICF International, 2010), and become familiar with important challenges, confidentiality issues, and resources for developing and maintaining meaningful personalized relationships. All potential mentors will be asked to submit to a background check. Mentors then will be matched with identified students and meet with students one-on-one during regularly scheduled times each week during school hours on the school campus. Meetings will be coordinated and scheduled by the Mentoring/College & Career Readiness Coordinator. In order to address student needs for role models and guidance, mentors will be encouraged to engage students in conversations around the specific challenges or needs of each student (e.g., attendance, behavior, academic struggles), as well as help to establish and monitor goals for addressing challenges. Mentor meetings are not for academic tutoring. Mentors will complete a short summary after each meeting, briefly reporting on progress and concerns.

The SSC principle of Relevance to the World or Work addresses the need of students, particularly identified at-risk students, to be better prepared for high school graduation and beyond. This grant-funded effort will utilize multiple activities to address the SSC principle of Relevance to the World or Work. Specifically, students will access the ACT WorkKeys Career

Curriculum and 8th graders will have an opportunity to attain a career readiness certificate. Students will explore various careers and participate in job shadowing that matches their interests and aptitudes. Students will learn from community members who work in different fields, in addition to how to prepare resumes, complete job applications, and participate in simulated interviews. Students will learn about college and post-secondary options, as well as make college campus visits. These value-added strategies as a part of the Ewing Middle School Evidence-based, Whole-school reform effort will enhance each student experience and affect the attitude of identified students toward school, their attendance, and school continuation (several of the measurable objectives in Section 2a of this proposal).

3.c. Strategies—Timeline of Strategies

A Timeline of Strategies is included in the proposal appendices that delineates the steps Ewing Middle School will take to implement the Evidence-based, Whole-school Reform Model and details when each strategy will begin and end, how each strategy relates to specific objectives, and who is responsible for overseeing the strategy. **There are three timelines included in the Timeline file** in the appendices: the *Planning Year Timeline* (Year 1), *Implementation Timeline* (Years 2-4), and *Sustainability Timeline* (Year 5).

3.d. Strategies—Practices and Policies

Given the capacity of the Cherokee County School District to offer essential supporting resources, as demonstrated by pre-proposal agreements, and the buy-in from Ewing Middle School staff, as demonstrated by the 5-Year School Renewal Plan and Annual Strategic Plan, the Cherokee County School District and Ewing Middle School are positioned to fully and effectively implement the proposed Evidence-based, Whole-school Reform Model. From “day one,” Cherokee County Schools practices and policies will ensure that important stakeholders are

informed of grant funding, ensure that teachers and other district staff are available to plan activities required as per the proposal, and ensure that the district finance officer assists in meeting reporting requirements. During implementation, district practices and policies will ensure that teachers and staff are available for professional development activities, district facilities are available for community-related activities, and communication outlets are accessible to promote community-based activities. During the sustainability phase, the district's practices and policies will enable capacity-building efforts involving school and district staff in training-the-trainer activities, long-range planning activities, and collaboration with community partners.

In the event that it is necessary to modify program practices and policies, these items will be identified at monthly progress review meetings between the Project Director and the Principal, as well as with the Site-Based Team. Once a practice or policy is identified, problem-solving strategies will be initiated to better understand potential issues, brainstorm options, review and prioritize options, engage necessary stakeholders and decision-makers, and implement a plan to modify practices and policies. This process will enable Ewing Middle School to fully and effectively implement the Evidence-based, Whole-school Reform Model.

4.a. Management and Sustainability—Oversight and Support

Dr. Daniel Boudah will be the Project Director for this Evidence-based, Whole-school Reform Model project. His abbreviated vita is in the Appendices. Dr. Boudah is a whole-school reform model developer and implementer with extensive experience in initiating, managing, evaluating, and sustaining multi-faceted, Evidence-based, Whole-school Reform programs. He has worked with numerous schools in South Carolina, North Carolina, and in other states. He is

an Associate Professor in the Department of Special Education, Research & Foundations at East Carolina University.

Small Schools of Choice is a non-proprietary strategy for Evidence-Based, Whole-School Reform adhering to USDOE SIG guidelines. Further based on USDOE SIG guidelines, Cherokee Schools conducted a rigorous review process and decided to partner with Dr. Boudah since he has demonstrated a record of success implementing whole-school reform and is likely to produce results for the school. Dr. Boudah has been directly involved in the SIG pre-planning and will insure the timeline of activities previously outlined is followed and the program's objectives are addressed with fidelity. Dr. Boudah will devote specific days each month to on-site management and service delivery. Dr. Boudah will utilize additional off campus time to review school and program data, address budget needs, complete reports, and conference with the district and school leadership team and teachers.

Professional development activities will include introduction of new strategies and techniques, as well as on-going coaching to insure fidelity of implementation. Activities will also address specific competencies for teachers and mentors related to mentoring and career & college readiness. Intensive professional development and coaching will be provided by a team that includes Dr. Boudah, professionals to be identified that include a Certified Strategic Instruction Model (SIM) and Xtreme Reading Professional Developer, and qualified staff from Communities in Schools. All team members will report to the project director.

A Mentoring/College & Career Readiness Coordinator will be hired from within or outside Cherokee County Schools to coordinate/supervise Personalized Relationships provided by volunteers for identified students, collect and record mentor time sheets, work with Career Development at Ewing Middle School to engage students in career exploration, network with

businesses in the community for job shadowing, coordinate student job shadowing opportunities that match interests and aptitudes, assist students in preparing job applications and participating in simulated interviews, coordinate with the EMS Guidance Department to provide students with information about college options, coordinate college campus visits, and organize a youth summit/career day with community members. The Coordinator will report directly to and communicate regularly with the Project Director and EMS leadership Team.

In addition to the Project Director, professional developers, Mentoring/College & Career Readiness Coordinator, oversight and support of the project will incorporate a team of individuals at the district office and the Ewing Middle School leadership team. The members of the District Leadership Team include Dr. Quincie Moore, Superintendent; Ms. Martha Blackwood, Title 1 Coordinator; Ms. Brock Heron, Finance Director; and Ms. Bessie Westmoreland, Director of Special Services. Members of the Ewing Middle School Leadership Team include Dr. Denise Wooten, Principal (direct school contact; vita in appendices); Mrs. Candice Taylor, Internal Facilitator; Mrs. Libbie Cheek, Parent; Mrs. Margie Lambright, Community Member; Mrs. Denise Martin, Grandparent/Business Member; Mr. Allen Cobb, School Staff; Mrs. Gloria Sherman, School Staff; and Miss Addison Horton, Student. The Ewing Middle School (EMS) leadership team or representatives will meet monthly to review and hold Dr. Boudah accountable for meeting performance requirements of the grant, including reviewing quarterly and annual data as pertaining to the objectives in Section 2a. The timeline established in this proposal will be used to monitor the completion of activities and grant-related strategies. The timeline will be reviewed monthly as a checkpoint for completion of grant performance requirements.

4.b. Management and Sustainability—Family and Community Engagement

Through the partnership of Ewing Middle School (EMS) with a coalition of volunteers, the local Business Alliance, and Chamber of Commerce, community and family engagement is clearly evident in this project. In fact, a foundation of community and family engagement has already been laid through multiple activities at EMS, most prominently through active involvement in the EMS leadership team. Through the leadership team, parents and community members provide meaningful oversight of short and long-term school goals. Parents and community members also will be essential for building Personalized Relationships and enhancing Relevance to the World or Work. This project at EMS will develop and maintain community partnerships on an on-going basis with business people, parents, pastors, physicians, and a host of other individuals who desire to serve their communities and impact the lives of young people, particularly at-risk students at Ewing Middle School. The project director, Mentoring/College & Career Readiness Coordinator, and EMS principal will initiate meetings to recruit and secure mentors upon project funding. In addition, the Mentoring/College & Career Readiness Coordinator will network with local members of the Business Alliance and Chamber of Commerce in order to develop job shadowing opportunities for EMS students and establish an annual Youth Summit at EMS.

Parents play a vital role in the life of every student, certainly including any student at-risk for school failure. Parents of students who are nominated for tiered academic support through Xtreme Reading, mentoring, college & career readiness efforts will be contacted by phone, postal mail, and/or email. Parents will be asked to provide consent for the participation of their child. Parents will be invited to special open house sessions at the school to learn more about support for their child.

4.c. Management and Sustainability—Monitoring

Cherokee County School District will monitor Ewing Middle School (EMS) by establishing measurable, reasonable, and attainable annual goals for student achievement on the state's assessments in both reading/language arts and mathematics. In fact, in the 5-year School Renewal Plan for EMS, the student performance goal was set at the following: *The students of John E. Ewing Middle School will exceed state average on percent of students scoring Met and Exemplary on all areas of the SCPASS [or ACT Aspire] (ELA=79%, Math=73.5%, Science=72.9%, Social Studies=77.9%) by 2019.* This is an ambitious, but necessary goal, particularly for subgroups of students that have scored low on state assessments and are of particular emphasis in this proposal, i.e., students with disabilities, students who are African-American, and students who receive subsidized meals at school. Please refer to the Need section of this proposal regarding recent state assessment data for students in these subgroups.

Cherokee County School District and Ewing Middle School will measure progress on leading indicators as well. Year-to-year data will be analyzed and annual improvement plans modified when necessary using the tiered academic interventions outlined earlier in this proposal. Interim data will be used as well, during the school year, using Measures of Academic Progress (MAP) scores. Each fall, winter, and spring, teachers compare individual student scores at Ewing to district and national averages in Reading, Language Usage, and math. In previous school years, students with patterns of weaknesses were scheduled for an Academic Enrichment class focused on a particular skill, such as vocabulary, informational text, numbers and operations, or measurement. These data will now be used for decision-making regarding the need for tiered academic intervention referenced earlier in this proposal, particularly in reading.

4.d. Management and Sustainability—Reform Sustainability

Sustainability is an essential component of this project and there are several specific strategies that will be deployed to ensure that the project will maintain activities beyond the term of the grant. First, the Cherokee County School District will build internal capacity within Ewing Middle School and the district to promote the SSC principle of Academic Rigor through tiered interventions operationalized through the Content Literacy Continuum/Strategic Instruction Model (CLC/SIM). This will be accomplished through one or more teachers participating in SIM professional developer certification activities during the sustainability year. Teachers will participate in a Professional Developer Institute held each year at the University of Kansas. Afterwards, the potential professional developers will be coached on-site, as they complete the requirements to become a certified SIM professional developer. This effort will address personnel, curriculum, and professional development resources by reducing the dependency on outside professional developers to sustain efforts.

A second sustainability effort will address school climate and the SSC principle of Personalized Relationships through family engagement and community partnerships. The faculty and staff of Ewing Middle School will promote positive school climate and Personalized Relationships, which will increase the number of parents satisfied with the learning environment, the social/physical environment, and home-school relations. To do this, for example, the school will communicate with parents via monthly newsletters, text messages, a phone calling system, and teacher web pages.

Third, the project director will pursue partnerships with Limestone College and Spartanburg Community College to access additional sources of funding that will extend grant

activities related to the SSC principle of Relevance to the World or Work. Two private foundations have already been targeted for such support. For example, tuition support could be offered for EMS parents to access degree programs at Limestone College and Spartanburg Community College, or specific sections of WorkKeys classes.

Fourth, students from Ewing Middle School who transition to Gaffney High School will be tracked to monitor their continued performance, particularly with regard to remaining in school. In addition, Ewing Middle School will partner with Gaffney High School to offer additional WorkKeys Certification courses for transitioning EMS students to enroll in on the high school campus.

Fifth, project information and outcomes of the project will be disseminated to schools, agencies, and other audiences. For example, the project manager and members of the EMS leadership team will present information to state directors and school audiences at least one state conference. The Cherokee School District is also open to host visits from other districts and agencies interested in seeing the Evidence-based, Whole-school Reform program in operation.

5. Evaluation

In completing the Needs Assessment, baseline data related to benchmark indicators were analyzed as they impact the program. Objectives were developed as consistent with benchmark indicators. All objectives are listed in Section 2 of this proposal and will be evaluated. The objectives thus inform the overall evaluation structure and will be evaluated on a regularly scheduled basis during all phases of the project (planning, implementation, sustainability). As a result, student progress will be monitored to ensure timely and detailed information is available to make programmatic and instructional changes as the needs are indicated by the data.

All evaluation data are accessible through classroom, school, and district data management systems, and are easily quantifiable. For example, teacher fidelity to implementation of CLC strategies will be evaluated by professional developers and administrators using walk through protocols. In the intensive reading intervention classes for target students, formative data will be collected by teachers each week using performance protocols built into the learning strategies curriculum. Two standardized reading tests (Test of Silent Contextual Reading Fluency and Group Reading Assessment and Diagnostic Evaluation) will be administered as pre and posttests each year to measure reading performance growth in targeted students. State assessment performance data for targeted at-risk learners will be accessible through the district data management system. Office referral data are collected each day at each school and are easily accessible. The attitudes of the target students will be assessed once school begins, at the end of the school year, and then compared for changes and trends.

Annual evaluation will be completed at the end of each grant cycle by the Project Director and presented to the Ewing Middle School Leadership Team. A system will be developed to track the target group as they transition to high school in reference to all benchmark indicators.

As a result of the multi-faceted, Evidence-based, Whole-school Reform Model, all benchmark indicators will be impacted. Specifically, absenteeism and truancy rate will decrease, discipline problems/referrals will decrease, proficiency and/or passage rates on state assessments will increase, grade point average will increase, percentage of target population on reading grade level will increase, attitude of target population toward school and learning will improve, number of target students retained in grade will decrease, and the number of students that stay in school and graduate on time will increase.

Application Budget

Please refer to the Appendices

Appendices also include:

- Certification Page
- Timeline
- Chart of Community Partners and Involvement
- Wooten vita
- Boudah vita
- GEPA statement

**2015-16 School Improvement Grant
Budget Summary**

LEA Name:	Cherokee 1					
School Name	Yr 1 Requested (Planning)	Yr 2 Requested (Implementation)	Yr 3 Requested (Implementation)	Yr 4 Requested (Implementation)	Yr 5 Requested (Sustainability)	5-Year Project Total
Ewing Middle School	\$96,991	\$127,047	\$109,447	\$113,447	\$109,447	\$556,379
						\$0
						\$0
						\$0
						\$0
Total Budget for School-level Activities	\$96,991	\$127,047	\$109,447	\$113,447	\$109,447	\$556,379
LEA-level Activities						\$0
Total Funds Requested	\$96,991	\$127,047	\$109,447	\$113,447	\$109,447	\$556,379

2015-16 School Improvement Grant Program for Local Educational Agencies

5-Year Budget Narrative Detail for Grant Funds Requested						
Name of LEA or School:	Cherokee 1/Ewing Middle School					
Budget Category	Yr 1 Request (Planning)	Yr 2 Request (Implementation)	Yr 3 Request (Implementation)	Yr 4 Request (Implementation)	Yr 5 Request (Sustainability)	Total Request
Salaries/Stipends (100)						
Mentoring/College & Career Readiness Coordinator: 25 weeks x 20 hours/week x \$25/hour (46 weeks in Yrs 2-5)	\$12,500	\$23,000	\$23,000	\$23,000	\$23,000	\$104,500
20 teacher stipends to write/revise Core curriculum x 3 days x \$200/day	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$60,000
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
Subtotal Salaries/Stipends	\$24,500	\$35,000	\$35,000	\$35,000	\$35,000	\$164,500
Employee Benefits (200)						
Mentoring/College & Career Readiness Coordinator: .2529 x 12500 (23000 in Yrs 2-5)	\$3,161	\$5,817	\$5,817	\$5,817	\$5,817	\$26,429
Teacher stipends: .2529 x 12000	\$3,035	\$3,035	\$3,035	\$3,035	\$3,035	\$15,175
						\$0
						\$0
						\$0
						\$0
Subtotal Employee Benefits	\$6,196	\$8,852	\$8,852	\$8,852	\$8,852	\$41,604
Purchased Services (300)						
Project Director: 21 days @ \$1000/day (25 days in Yrs 2-5)	\$21,000	\$25,000	\$25,000	\$25,000	\$25,000	\$121,000
Project Director travel expenses:\$300/day mileage, hotel, per diem x 21 days (25 days in Yrs 2-5)	\$6,300	\$7,500	\$7,500	\$7,500	\$7,500	\$36,300
Professional Developer: 11 days presentation and coaching @ \$1000/day (14 days in Yrs 2-5)	\$11,000	\$14,000	\$14,000	\$14,000	\$14,000	\$67,000
Professional Developer travel expenses: \$300/day mileage, hotel, per diem x 11 days (14 days in Yrs 2-5)	\$3,300	\$4,200	\$4,200	\$4,200	\$4,200	\$20,100
Xtreme Reading Teachers site visit travel: \$200/day mileage, hotel, per diem x 2 teachers x 2 days	\$800	\$800	\$0	\$0	\$0	\$1,600

2015-16 School Improvement Grant Program for Local Educational Agencies

Budget Category	(Planning)	(Implementation)	(Implementation)	(Implementation)	(Sustainability)	Request
Conference travel to disseminate project info: 4 presenters x 3 days x \$350/day for registration, mileage, hotel, per diem	\$4,200	\$4,200	\$4,200	\$4,200	\$4,200	\$21,000
Bus transportation and expenses to job shadowing: 6 trips @ \$500/trip	\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
Youth summit: table rentals, speaker fees, other expenses	\$0	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
PD er certification: Institute registration, travel, hotel, per diem x 2 teachers	\$0	\$0	\$0	\$4,000	\$0	\$4,000
Mentor background checks (\$25 ea x 50 individuals/ 25 in Yrs 2-5)	\$1,250	\$625	\$625	\$625	\$625	\$3,750
						\$0
<i>Subtotal Purchased Services</i>	\$47,850	\$61,325	\$60,525	\$64,525	\$60,525	\$294,750

2015-16 School Improvement Grant Program for Local Educational Agencies

Budget Category	(Planning)	(Implementation)	(Implementation)	(Implementation)	(Sustainability)	Request
TOTAL DIRECT COSTS	\$96,991	\$127,047	\$109,447	\$113,447	\$109,447	\$556,379
Indirect Costs (700)						\$0
TOTAL COSTS	\$96,991	\$127,047	\$109,447	\$113,447	\$109,447	\$556,379

2015-16 School Improvement Grant Program for Local Educational Agencies

Budget Category	(Planning)	(Implementation)	(Implementation)	(Implementation)	(Sustainability)	Request
Supplies and Materials (400)						
Copier supplies	\$200	\$200	\$200	\$200	\$200	\$1,000
phone	\$100	\$100	\$100	\$100	\$100	\$500
						\$0
						\$0
						\$0
<i>Subtotal Supplies and Materials</i>	\$300	\$300	\$300	\$300	\$300	\$1,500
Capital Outlay/Equipment (500)						
Computers (percentage of cost of use for Career Curriculum)	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
						\$0
						\$0
						\$0
						\$0
<i>Subtotal Capital Outlay/Equipment</i>	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$30,000
Other Objects (600)						
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
						\$0
<i>Subtotal Other Objects</i>	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL DIRECT COSTS	\$28,588	\$31,094	\$28,588	\$28,588	\$28,588	\$145,446
Indirect Costs (700)						\$0
TOTAL COSTS	\$28,588	\$31,094	\$28,588	\$28,588	\$28,588	\$145,446



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

2015-16 School Improvement Grant
Office of School Transformation

Certification Signature Page (SCDECS-101)

Appendix C: Required SCDE Forms

Certification Signature Page SCDECS-101

Certification

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the School Improvement Grant Specific Assurances and the SCDE Assurances and Terms and Conditions if the grant is awarded. The applicant is registered and current (active) in the federal System for Award Management (SAM) at www.sam.gov.

Authorized Official (LEA superintendent)

Name: <u>Quincie L. Moore</u>	
Position: <u>Superintendent</u>	E-mail: <u>Quincie.moore@cherokee1.org</u>
Telephone: <u>(864) 206-2234</u>	Fax: <u>(864) 902-3541</u>

Signature of Authorized Official: <u>Quincie L. Moore</u>	Signature of Authorized Financial Official: <u>[Signature]</u>
Date Signed: <u>8/19/2015</u>	Date Signed: <u>8/21/15</u>

School(s) to Be Served (include signatories for all schools to be served)

School Name: <u>John E. Ewing Middle School</u>	School Name:
Signature of Authorized Official (Principal): <u>Denise Wooten</u>	Signature of Authorized Official (Principal):
Date Signed: <u>8/19/15</u>	Date Signed:

School Name:	School Name:
Signature of Authorized Official (Principal):	Signature of Authorized Official (Principal):
Date Signed:	Date Signed:

Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the Required Appendices as indicated on page 30.

GEPA Statement

The Cherokee School District proposes to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with regard to gender, race, national origin, color, disability, or age.

To that end, the Cherokee School District proposes to carry out a project serving, among others, families with limited English proficiency. To comply with GEPA, Ewing Middle School intends to distribute information, a meeting invitation, and consent protocols related to the proposed project to such potential participants in their native language. In fact, project information, parent meeting invitations, and consent protocols have already been drafted in Spanish.

As an additional effort to comply with GEPA, students with disabilities will have access to, and participate in intensive reading interventions as part of the evidence-based reform model.

Planning Year Timeline (Year 1)

Start - End Dates	Strategy to Achieve Objective	Related Objectives	Data to be Collected as Evidence	Responsibility
Nov '15- Dec. '15	<i>Develop and establish implementation plan</i>	<i>Objectives 1-8</i>	<i>Written record</i>	<i>Project Director and Site-Based Team</i>
Nov '15- Dec. '15	<i>Recruit and identify Mentoring/College & Career Readiness Coord</i>	<i>Objectives 5-8</i>	<i>Written record</i>	<i>Project Director and Site-Based Team</i>
Nov '15- Dec. '15	<i>Order materials for teacher PD</i>	<i>Objectives 1-5</i>	<i>Completed forms</i>	<i>Project Director with admin support staff</i>
Dec '15- Jan. '16	<i>Identify target students for intensive intervention</i>	<i>Objectives 1-8</i>	<i>Written list</i>	<i>Project Director and Site-Based Team</i>
Jan '16- Apr. '16	<i>Initial professional development and coaching</i>	<i>Objectives 1-5</i>	<i>Attendance lists, coaching records</i>	<i>Professional Development Team, Teachers</i>
Feb. '16- Mar '16	<i>Coordinate partnership with Communities in Schools</i>	<i>Objectives 5-8</i>	<i>Written record</i>	<i>Project Director and Mentoring Coordinator</i>
Mar. '16- Apr '16	<i>Pre-test student literacy levels, attitudes, vocational aptitudes</i>	<i>Objectives 1-8</i>	<i>Scoring protocols, surveys</i>	<i>Project Director, Mentoring Coord, teachers</i>
Mar. '16- Apr '16	<i>Initial professional development and coaching with reading intervention teachers</i>	<i>Objectives 1-5</i>	<i>Attendance lists, completed coaching records</i>	<i>Professional Development Team, Teachers</i>
Apr '16- May '16	<i>Revise protocols for administrator walk throughs</i>	<i>Objectives 1-8</i>	<i>Written record</i>	<i>Project Director and Principal</i>
May '16- June '16	<i>Mentor recruitment and training</i>	<i>Objectives 5-8</i>	<i>Written list, attendance lists</i>	<i>Project Director and Mentoring Coord</i>
June '16	<i>Collect/analyze baseline data on objective indicators (e.g., PASS rates, absenteeism)</i>	<i>Objectives 1-8</i>	<i>State and district reports, school records</i>	<i>Project Director with principal, administrative support staff</i>
June '16	<i>Submit timely reports</i>	<i>Objectives 1-8</i>	<i>Printed confirmation</i>	<i>Project Director with Principal</i>
June '16	<i>Develop/revise curriculum units</i>	<i>Objectives 1-5</i>	<i>Copies of unit plans</i>	<i>Professional Developers, Teachers</i>
June-July '16	<i>Disseminate project information/results to schools, agencies, conferences</i>	<i>Objectives 1-8</i>	<i>Registration records, dissemination materials</i>	<i>Project Director and Site-Based Team</i>

Implementation Timeline (Years 2-4)

Start – End Dates	Strategy to Achieve Objective	Related Objectives	Data to be Collected as Evidence	Responsibility
<i>July-Aug (each year)</i>	<i>Conduct potential mentor background checks</i>	<i>Objectives 5-8</i>	<i>Agency-generated reports</i>	<i>Mentoring Coordinator with admin staff</i>
<i>August each year</i>	<i>Identify target students for intensive intervention</i>	<i>Objectives 1-8</i>	<i>Written list</i>	<i>Project Director and Site-Based Team</i>
<i>August each year</i>	<i>Match mentors with mentees/target students</i>	<i>Objectives 5-8</i>	<i>Written list</i>	<i>Mentoring coordinator and principal</i>
<i>August each year</i>	<i>Develop and communicate mentoring topics/agendas</i>	<i>Objectives 5-8</i>	<i>Written record</i>	<i>Mentoring Coordinator and mentors</i>
<i>Sep. –May (each year)</i>	<i>Weekly mentoring at-risk students</i>	<i>Objectives 5-8</i>	<i>Written record</i>	<i>Mentors with Mentoring Coordinator</i>
<i>Sep. –May (each year)</i>	<i>Implement content literacy instructional routines for all students</i>	<i>Objectives 1-5</i>	<i>Coaching records</i>	<i>Teachers, Professional Developers</i>
<i>Sep. –May (each year)</i>	<i>Implement intensive/specific reading strategies with identified at-risk students</i>	<i>Objectives 1-5</i>	<i>Coaching records</i>	<i>Teachers, Professional Developers</i>
<i>Sep. –May (each year)</i>	<i>Support administrator walk throughs</i>	<i>Objectives 1-8</i>	<i>principal walk through records</i>	<i>Project Director and principal</i>
<i>Sep. –May (each year)</i>	<i>Monthly (and as needed) progress reviews</i>	<i>Objectives 1-8</i>	<i>Written record</i>	<i>Project Director and principal, with Site-Based Team</i>
<i>Sep. –May (each year)</i>	<i>Additional professional development and coaching with core teachers</i>	<i>Objectives 1-5</i>	<i>Attendance lists, completed coaching records</i>	<i>Professional Developers, Teachers</i>
<i>Sep. –May (each year)</i>	<i>Additional professional development and coaching with reading intervention teachers</i>	<i>Objectives 1-5</i>	<i>Attendance lists, completed coaching records</i>	<i>Professional Developers, Teachers</i>
<i>Sep. –May (each year)</i>	<i>College & Career Readiness Support (e.g., WorkKeys online curriculum, complete</i>	<i>Objectives 5-8</i>	<i>Class records, including grades, attendance,</i>	<i>Mentoring Coordinator, Teachers</i>

	<i>mock applications, mock interviews)</i>		<i>discipline referrals</i>	
<i>Sep. -Apr. (each year)</i>	<i>Quarterly student job shadowing (October, December, February, April)</i>	<i>Objectives 5-8</i>	<i>Attendance records, surveys</i>	<i>Mentoring Coordinator</i>
<i>Sep. –May (each year)</i>	<i>Evaluate student progress related to objectives <u>each nine weeks</u></i>	<i>Objectives 1-8</i>	<i>School records database (e.g., grades, discipline referrals, attendance)</i>	<i>Project Director with Site-Based Team</i>
<i>May- each year</i>	<i>Youth summit event for identified at-risk students</i>	<i>Objectives 5-8</i>	<i>Attendance records, surveys</i>	<i>Mentoring Coordinator</i>
<i>May–June each year</i>	<i>Post-test literacy levels, attitude, and other <u>annual data related to objectives</u></i>	<i>Objectives 1-8</i>	<i>School records database (e.g., PASS scores, grade retention, surveys)</i>	<i>Project Director with Site-Based Team</i>
<i>May-June each year</i>	<i>Mentor recruitment and training for following school year</i>	<i>Objectives 5-8</i>	<i>Written list, attendance lists</i>	<i>Project Director and Mentoring coordinator</i>
<i>June each year</i>	<i>Revise implementation plan for following year</i>	<i>Objectives 1-8</i>	<i>Written record</i>	<i>Project Director and Site-Based Team</i>
<i>June each year</i>	<i>Develop/revise curriculum units</i>	<i>Objectives 1-5</i>	<i>Copies of unit plans</i>	<i>Professional Development Team, Teachers</i>
<i>June, each year, and as required/ upon request</i>	<i>Submit timely reports</i>	<i>Objectives 1-8</i>	<i>Printed confirmation</i>	<i>Project Director with Principal</i>
<i>June-July each year</i>	<i>Disseminate project information/results to schools, agencies, conferences</i>	<i>Objectives 1-8</i>	<i>Registration records, dissemination materials</i>	<i>Project Director and Site-Based Team</i>

Sustainability Timeline (Year 5)

Start – End Dates	Strategy to Achieve Objective	Related Objectives	Data to be Collected as Evidence	Responsibility
<i>July '19</i>	<i>Teachers participate in Professional Developer Institute</i>	<i>Objectives 1-8</i>	<i>Registration records, record of requirements</i>	<i>Teachers</i>
<i>August '19</i>	<i>Draft sustainability plan for following year</i>	<i>Objectives 1-8</i>	<i>Written record</i>	<i>Project Director and Site-Based Team</i>
<i>Sep. –May '19-'20</i>	<i>Coaching potential professional developers</i>	<i>Objectives 1-5</i>	<i>Coaching records</i>	<i>Project Director</i>
<i>Sep. –May '19-'20</i>	<i>Partner with Gaffney High School for student transition</i>	<i>Objectives 1-8</i>	<i>Written record</i>	<i>Project Director and administrators</i>
<i>Sep. –May '19-'20</i>	<i>Monthly (and as needed) progress reviews</i>	<i>Objectives 1-8</i>	<i>Written record</i>	<i>Project Director and principal, with Site-Based Team</i>
<i>January '20</i>	<i>Revise sustainability plan for following year</i>	<i>Objectives 1-8</i>	<i>Written record</i>	<i>Project Director and Site-Based Team</i>
<i>June '20</i>	<i>Finalize sustainability plan for following year</i>	<i>Objectives 1-8</i>	<i>Written record</i>	<i>Project Director and Site-Based Team</i>
<i>June '20</i>	<i>Develop/revise curriculum units</i>	<i>Objectives 1-5</i>	<i>Copies of unit plans</i>	<i>Professional Development Team, Teachers</i>
<i>June '20, and as required/ upon request</i>	<i>Submit timely reports</i>	<i>Objectives 1-8</i>	<i>Printed confirmation</i>	<i>Project Director with Principal</i>
<i>June-July '20</i>	<i>Disseminate project information/results to schools, agencies, and others</i>	<i>Objectives 1-8</i>	<i>Registration records, dissemination materials</i>	<i>Project Director and Site-Based Team</i>

Abbreviated Vita

DANIEL J. BOUDAH
Associate Professor

Department of Special Education, Research
& Foundations
122 Speight Hall
East Carolina University
Greenville, NC 27858-4353
252.328.1782 FAX 252.328.2585
boudahd@ecu.edu

Home:
9021 Dansforeshire Way
Wake Forest, NC 27587
919.308.8923
dboudah@nc.rr.com

Educational Background

Ph.D., University of Kansas. Major: Special Education (Learning Disabilities); Minor: Curriculum & Instruction, 1994.

M.Ed., University of Vermont, Special Education Consulting Teacher/Learning Specialist Program, 1987.

B.S., University of Vermont, Secondary Education English and Special Education, 1983 (Magna Cum Laude).

Professional Background

Director of Graduate Studies, East Carolina University, Department of Curriculum and Instruction, College of Education, 2009-2010

Associate Professor, East Carolina University, Department of Curriculum and Instruction, College of Education, 2006-present

Assistant Professor and Special Education Program Coordinator, School of Education, University of North Carolina, Chapel Hill, NC, 1999-2005.

Assistant Professor and Co-Director of Consulting Teacher Program, Department of Educational Psychology and Department of Educational Curriculum & Instruction, Texas A&M University, College Station, TX, 1994-1999.

Adjunct Professor, Benedictine College, Department of Education, Atchison, Kansas, 1993-1994

Instructor, University of Kansas, Department of Curriculum & Instruction and Department of Special Education, Lawrence, Kansas, 1991-1993

Principal, Campbell Union School District, Campbell, California, 1990

Resource Specialist Teacher, Monroe Middle School/Campbell Union School District, Campbell, California, 1987-1990

Language Arts Teacher, St. Albans Town Central School/St. Albans Town School District, St. Albans, Vermont, 1983-1986

Selected Related Professional Activities

Consultant to various public and private schools, agencies, businesses, state departments, and institutions throughout the U. S., 1987-present

President, Council for Learning Disabilities, 2008-2009

University Liaison, Raleigh Region Exceptional Children Program Administrators, 2002-2005

Selected Publications

Boudah, D. J., Flint, L. J., Engleman, M. D., & Gabbard, D. A. (2014). School-University Partnership for Implementation of Common Core State Standards. *International Journal of Humanities and Social Science*, 4(7) (1), 12-22.

- Boudah, D. J. (2013). The content literacy continuum: A research-based intervention model to improve schoolwide literacy at the secondary level. *National Social Science Journal*, 40(1), 9-13.
- Boudah, D. J. (2012). *The main idea strategy: Improving reading comprehension through inferential thinking (Teacher Instructional Manual)* (3rd ed.). Lawrence, KS: Edge Enterprises.
- Boudah, D. J. (2011). *Conducting educational research: A guide to completing a major project*. Thousand Oaks, CA: Sage.
- Boudah, D. J., Orr, T., Bratcher, J., Chapman, T., Ouzts, J., & Knight, B. (2010). Promoting literacy for all in secondary schools through tiered, research-based interventions: The content literacy continuum. *Palmetto Administrator*, 26, 36-39.
- Boudah, D. J., Blair, E., & Mitchell, V. J. (2003). Implementing and sustaining strategies instruction: Authentic and effective professional development or "Business as Usual"? *Exceptionality*, 11(1), 3-23.
- Boudah, D. J., & Hasbrouck, J. E. (1998). Creating meaningful change in the practice of inclusion: Barriers and solutions. *National Forum of Educational Administration and Supervision Journal-Electronic* [On-line serial], 15E(4), 62-68. Available: www.nationalforum.com/ToCeas.html
- Boudah, D. J., & Mitchell, V. J. (1998). The real thing. *Journal of Staff Development*, 19(3), 43-47.
- Boudah, D. J., Schumaker, J. B., & Deshler, D. D. (1997). Collaborative Instruction: Is it an effective option for secondary inclusion? *Learning Disability Quarterly*, 20(4), 293-316.

Selected University-Based Funded Research

- Implementation of a Multifaceted, Research-Based Approach to Dropout Prevention*. Submitted to the State of North Carolina Department of Public Instruction Committee on Dropout Prevention. Proposed for January 2011-June 2012: \$175,000.
- East Carolina University Transition to Teaching*. (With S. Warren and J. Williams). (Grant No. U350B060004). Washington, D.C.: U. S. Department of Education, Office Innovation and Improvement. Funded for September 2006-August 2011: \$1,984,210.
- Research and evaluation of an inferential main idea strategy*. University of North Carolina Office of the Provost, Junior Faculty Development Award. Funded for January 2004-December 2004: \$5000.
- Beyond bridging the gap: Creating learning communities of research and practice*. (With S. Knight). (Grant No. H023G50045). Washington, D.C.: U. S. Department of Education, Office of Special Education Programs. Funded for September 1995-August 1999: \$506,000.
- Transforming the curriculum for academically diverse classes at the secondary level: A collaborative dissemination, training, and network development project*. College Station, TX: The Center for the Study and Implementation of Collaborative Learning Communities. Funded for November 1995-August 1996: \$5017.

Special Recognition

Work cited in the *President's Commission Report on Excellence in Special Education*, published by the US Department of Education, October 3, 2002. Available online at:
<http://www.ed.gov/inits/commissionsboards/whspecialeducation/reports/index.html>

Council for Exceptional Children, Teacher Education Division 2000 Outstanding Publication Award

American Educational Research Association (AERA) Special Education Research SIG Student Research Award, 1996

Council for Learning Disabilities (CLD) Outstanding Researcher Award, 1995

Sandra Denise Wooten, Ph.D.
395 Royal Oak Drive
Spartanburg, SC 29302
(864) 761-6513
Denise.Wooten@cherokee1.org

ADMINISTRATIVE EXPERIENCE

Cherokee County School District John E. Ewing Middle School 171 East Jr. High Road Gaffney, SC 29340 (864) 206-2449 Principal	Dr. Quincie Moore Superintendent 2007-present
Gaffney High School 149 Twin Lake Road Gaffney, SC 29341 (864) 206-2000 Assistant Principal	Dr. Quincie Moore Principal 1999-2007

TEACHING EXPERIENCE

Gaffney High School 149 Twin Lake Road Gaffney, SC 29341 (864) 206-2000 Mathematics Teacher	Dr. Bill James Principal 1997-1999
Jonesville High School Mathematics Teacher	1987-1997
Washington Avenue Christian School French, Mathematics Teacher	1980-1987

EDUCATION

Doctor of Philosophy in Educational Leadership, Clemson University 2006
Dissertation entitled, "The Impact of a Ninth- and Tenth-Grade

Academy Program on Student Attendance, Discipline, and Achievement”

Master of Education in Mathematics Education, Converse College 1990

Bachelor of Arts in Modern Languages, Clemson University 1979

High School Diploma, Laurens District 55 Comprehensive High school 1975

CERTIFICATION

South Carolina Educator Certificate 149001

Areas of Certification: Secondary Supervisor, Secondary Principal, Mathematics

PROFESSIONAL ORGANIZATIONS

South Carolina Association of School Administrators

Association for Middle Level Education

International Literacy Association

South Carolina Council of the International Literacy Association

Ewing Middle School

SIG

Chart of Community Partners and Involvement

Partner Name	Contact Person & Telephone	Resources to Be Provided
PTO/School Improvement Council	Tracy Parris, president; 864-542-4897	Project oversight and support
Limestone College	Shelly Meyers, Ed.D., Director of Teacher Education; 864-838-1301	Mentoring Support, College & Career Readiness Support
Spartanburg Community College	Daryl Smith, Executive Director; (864) 592-4800	College & Career Readiness Support
Chamber of Commerce	Beth Bullock, Attorney at Law; 864-490-2016	Mentoring Support, College & Career Readiness Support