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Grant Report

Foundation for Public Schools in Edgefield County (FPSEC)

Patricia Ann Moseley, Ed.D.

Johnston-Edgefield-Trenton (J-E-T) Middle School

18 March 2021

ACKNOWLEDGMENT

I would like to thank the Foundation for Public Schools in Edgefield County (FPSEC)'s board members and contributors for their generosity and support. I feel incredibly grateful for the funds which will assist with implementing flexible reading in my personalized learning classroom. In the previous grant, FPSEC helped me to implement personalized learning via flexible seating. I am looking forward to fully implementing flexible reading during the 4th Nine Weeks. Again, thank you for all of the assistance that you give to my peers, our students, and me.

Patricia Ann Mosely, Ed.D.

GOAL AND OBJECTIVES

The goal of the Carolina on My Mind: Making the Learning of South Carolina History Personal Program - Continuation was to enable all students to improve their learning skills so that they can succeed in middle school and enrich their learning skills so that they will be prepared for high school and post-secondary education.

The main objectives included:

1. Providing flexible reading inside and outside the classroom that further enriches the curriculum.
2. Assisting students with engagement with historical research and writing pace that is controlled by them.
3. Providing consistent opportunities for students to engage with and practice skills that are associated with the Profile of the South Carolina Graduate by holding them accountable for their learning path.

REVIEW OF THE LITERATURE

Personalized Learning

Personalized learning entails shaping education in response to students' learning styles and interests as argued by Clarke (2003). Clarke further argues that the common element of all schools should be the efforts to expand engagement among diverse learners so that "all students meet high standards and acquire the knowledge they need to pursue their own aspirations" (2003, p. 6). Additionally, Hargreaves (2003) puts forth the notion that individualization maintains a focus on each student and teaching and support is designed around each pupil's needs while Gardner (2012) states that the goals of personalized learning are student success, satisfaction, and building upon the natural way that a student learns.

FINDINGS AND CONCLUSIONS

Findings

Findings will be added at the end of the school year.

Please note that the Findings and Conclusions are not available at this time because of technical issues related to ordering e-books as well as COVID19 issues with ordering hardback copies of books.

Conclusions

Conclusions will be added at the end of the school year.

References

- Clarke, J. H. (2003). Changing systems to personalize learning: Introduction to the personalization workshops. Providence, RI: The Education Alliance at Brown University.
- Hargreaves, D. (2003). Working laterally: How innovation networks make an education epidemic. National College for School Leadership.
- Merrill, S. (2018, June 14). Flexible classrooms: Research is scarce, but promising. Retrieved from <https://www.edutopia.org/article/flexible-classrooms-research-scarce-promising>.

APPENDIX A

Expenditure Report

Date	Amount	Vendor	Description
03/1/21	\$850.00 (50 @ \$17.00)	Amazon	<i>8 Miraculous Months in the Malayan Jungle: A WWII's Pilot's True Story of Faith, Courage, and Survival</i> by Donald J. "DJ" Humprey II (A South Carolinian)
03/1/21	\$250.00 (25 @ \$10.00)	Amazon	<i>World War II and Upcountry South Carolina: We Just Did Everything We Could</i>

Grant Implementation Period: 2020-2021

Amount Received: \$1,000.00