# School Profile

Created Wednesday, November 19, 2014

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## School Information

| | |
|---|---|
| System Name: | Pelham City Schools |
| School or Center Name: | Pelham City Middle School |
| System ID | 784 |
| School ID | 0201 |

## Level of School

Middle (6-8)

## Principal

| | |
|---|---|
| Name: | John Hamilton |
| Position: | Principal |
| Phone: | 229-294-6063 |
| Email: | jhamilton@pelham-city.k12.ga.us |

## School contact information

(the persons with rights to work on the application)

| | |
|---|---|
| Name: | Dera Harkins |
| Position: | Assistant Principal |
| Phone: | 229-294-6063 |
| Email: | dharkins@pelham-city.k12.ga.us |

## Grades represented in the building

example pre-k to 6

6-8

## Number of Teachers in School

22

## FTE Enrollment

291

# Grant Assurances

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The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.

- Yes

Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

- Yes

The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

- Yes

The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

- Yes

The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

- Yes

All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.

- Yes

The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

- Yes

Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.

• Yes

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The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

• Yes

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The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.

• Yes

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The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.

- Yes

Funds shall be used only for financial obligations incurred during the grant period.

- Yes

The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

- Yes

The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

- Yes

The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.

- Yes

The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

- Yes

The Sub-grantee will submit an annual summative evaluation report no later than June 30.

- Yes

The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

- Yes

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).

- Yes

The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

- Yes

The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

- Yes

Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

- Yes

In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.

- Yes

All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

- Yes

# Preliminary Application Requirements

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## Click on the General Application Information link below to assist you in the grant development process.

SRCL General Information Packet-Cohort 4

Did you download and read the General Information document to assist you with writing the grant?

- Yes

## Click on the SRCL Rubric link below to assist you in the grant development process.

SRCL Scoring Rubric-Cohort 4

Did you download and read the SRCL Rubric to assist you with writing the grant?

- Yes

## Click on the Assessment Chart link below to assist you in the grant development process.

SRCL Required Assessments Chart

Did you download and read the Assessment Chart to assist you in writing the grant?

- Yes

## Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

- I Agree

## Unallowable Expenditures

Preparation of the Proposal: Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.

Pre-Award Costs: Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.

Entertainment, Refreshments, Snacks: A field trip without the approved academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at
http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html.


NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail
your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE
Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must
meet the requirements in EDGAR and OMB circulars.

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- I Agree

# Georgia Department of Education
# Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. **Conflicts of Interest**

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

  a. **Organizational Conflicts of Interest**.

   All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

   - any person owning more than 20% interest in the Applicant
   - the Applicant's corporate officers
   - board members
   - senior managers
   - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.

   i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.

   ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

    iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:

        1. Disqualify the Applicant, or

        2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.

    iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

  b. **Employee Relationships**

    i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:

        1. The names of all Subject Individuals who:

           a. Participated in preparation of proposals for award; or

           b. Are planned to be used during performance; or

           c. Are used during performance; and

    ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:

        1. The award; or

        2. Their retention by the Applicant; and

        3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and

        4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.

    iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.

c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:

1. Termination of the Agreement.
2. Exclusion from subsequent GaDOE grant opportunities.
3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.

d. **Annual Certification**. The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

[ ] A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

[ ] No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

III.    **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.

_____
**Signature of Fiscal Agency Head (official sub-grant recipient)**

Floyd Fort_____
**Typed Name of Fiscal Agency Head and Position Title**

November 19, 2014_____
**Date**

_____
**Signature of Applicant's Authorized Agency Head (required)**

Kimberly C. NeSmith, Director of Teaching and Learning
**Typed Name of Applicant's Authorized Agency Head and Position Title**

November 19, 2014_____
**Date**

_____
**Signature of Co-applicant's Authorized Agency Head (if applicable)**

_____
**Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)**

_____
**Date (if applicable)**

# Fiscal Agent Memo of Understanding

The application is the project <u>implementation plan</u>, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

## Fiscal Agent/Applicant Required Signatures:

**I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.**

Please sign in blue ink.

Name of **Fiscal Agent's** Contact Person: <u>Floyd Fort</u>

Position/Title of Fiscal Agent's Contact Person: <u>Superintendent</u>

Address: <u>203 Mathewson Ave.</u>

City: <u>Pelham</u>           Zip: <u>31779</u>

Telephone: <u>(229) 294-8715</u>      Fax: <u>(229) 294-2760</u>

E-mail: <u>ffort@pelham-city.k12.ga.us</u>

**Signature of Fiscal Agency Head  (District Superintendent or Executive Director)**

<u>Floyd Fort</u>
**Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)**

<u>11/19/2014</u>
**Date (required)**

**Brief History of the System**

Pelham City Schools is a public, city school system located in Pelham, GA within Mitchell County. The system originated in 1901 and continues to grow, serving over 1,500 students. In 1994, construction on a middle school was completed and students in grades 6-8 were transferred from the elementary and high schools to attend the new middle school. Due to increased enrollments in grades 9-12, a new high was constructed in 2010. Students enrolled in Pelham High School have many opportunities to participate in extracurricular activities, Honors and Advanced Placement classes, and dual enrollment degree programs in conjunction with Southwest Georgia Technical College and other local colleges.

**System Demographics**

The Pelham City School System is in rural Southwest Georgia, the poorest area in the state, with little industry other than agriculture. Based on data from the 2010 census, the population of Pelham was 3,898. The median income for a household in Pelham was $28,875 with a poverty rate of 39.5%.

Pelham City Schools consist of three Title I schools: elementary (Pre-K-5); middle school (6-8); high school (9-12). The district serves approximately 1,500 students with a system free-and-reduced lunch/economically-disadvantaged rate of 79% for SY2013. However, as of 2014 all students eat breakfast and lunch at no charge through participation in the Community Eligibility Provision (CEP). The student population is 54% African-American, 37% Caucasian, 6% Hispanic, 3% other.

**Current Priorities**

Pelham City School District is dedicated to educating *all* students. In an effort to better understand our students, resulting in improving our ability to teach our students, the district began system-wide poverty training for all employees in January 2014. Recognizing the poverty and limited access to educational resources, the system works to provide students a rich variety of experiences as well as print and digital media. All schools are also receiving training in standards-based classrooms and Formative Instructional Practices. Finally, recognizing the pivotal role of leadership, Pelham City Schools began participating in GLISI in September 2014 to increase leadership opportunities for teachers and leaders at the school and district levels.

**Strategic Planning**

The vision of Pelham City Schools is, "Our students will become productive, contributing members of our community and the diverse global community in which they will live. The district's goals are: (1) Children will enter school ready to learn; (2) We will teach a curriculum that is engaging, rigorous, and relevant for all students; (3) Students will be assessed using multiple measures of student performance (formative and summative); (4) Graduates will be college and career ready, (5) We guarantee qualified and effective leaders, teachers, and support staff throughout our school system; We will strive to increase: (6) parent engagement and satisfaction and improved community relations, (7) and financial resources to expend effectively to maximize student learning.

**Current Management Structure**

The Striving Readers grant will be implemented by building administrators, with oversight from the district's central office. Ms. Kimberly NeSmith, Director of Teaching and Learning, will coordinate grant implementation with the district's financial department, technology department, special education department, federal programs department, and the individual schools.

**Past Instructional Initiatives**

Pelham City Schools, having participated in many instructional initiatives over the years, has been successful in implementing instructional initiatives and making substantial gains in student achievement. The following table identifies the instructional initiatives, a brief description, and a timeline of the initiatives recently pursued.

| Instructional Initiative | Description of Initiative | Timeline |
| --- | --- | --- |
| Learning Focused Instruction (PCMS) | Highly effective instructional practices to increase achievement. | 2005-present |
| Standards-Based Classrooms | An instructional framework to maximize and improve classroom instruction. | 2008-present |
| Differentiated Instruction | Strategies to meet individual student needs. | 2007-present |
| CCGPS/GPS | State curriculum | 2004-present |
| Thinking Maps (PCMS) | Organizational maps to increase student | 2009-present |

| | | |
|---|---|---|
| (PES) | understanding of learned concepts. | 2014-present |
| School Redesign Initiative/Working on the Work | Training through PAGE/Schlechty Center on designing engaging lessons | 2010-2014 |
| Co-Teaching | Regular and special education working in collaborative roles. | 2004-present |
| RTI | Pyramid of interventions | 2007-present |
| Writer's Workshop (PES) RACE (PES & PCMS) | Framework to improve student writing | 2012-present 2014-present |
| Read Well Core Reading Program Grades K-3 | Implementation of core reading program | 2013-present |

**Literacy Curriculum**

Pelham City Schools' literacy curriculum is aligned to Common Core Georgia Performance Standards. Teachers of ELA courses embed literacy within the CCGPS units. Teachers of other contents refer to the Literacy in History/Social Studies, Science, and Technical Subjects CCGPS to teach literacy across the curriculum. In the past, there has been no plan for vertically-alignment of literacy throughout grades or schools. In September 2013, PES began using Read Well as a core reading program in grades K-3. To implement Georgia Early Learning and Development Standards (GELDS) in SY15, PES has adopted the We Can curriculum as part of the Read Well program. In addition, PES and PCMS are using the RACE strategy to direct writing instruction. This strategy is used in answering constructed response questions: R-restate the question; A-answer all parts of the question; C-connections are made (text to text, text to self, text to world); E-examples are cited explaining support/defense for answer.

**Literacy Assessments used District Wide**

A variety of assessments are used throughout the Pelham City Schools to assess students' literacy skills and general content-based knowledge. The system complies with all state-required assessments, as follows: EOG 3-8, EOC 9-12; GKIDS (K); Work Sampling Online (WSO for PK). Additional assessments are used for unique student populations such as the GAA, ACCESS, PSAT, SAT, ACT, ASVAB, Compass, Asset, and GA Work Ready.

In addition to standardized assessments, teachers develop and administer formative and summative assessments throughout the school year. Using a variety of formats, these assessments assist teachers and administrators in identifying student strengths and weaknesses in content areas, reading, writing, and overall literacy. Teachers in grades 3-5 have access to the Accelerated Reader (AR) Star tests which they use to help students find materials that are suitable for independent reading.

All three schools in the district use universal screeners three times a year. The elementary school uses DIBELS Next to screen and progress monitor phonetic skills and fluency. Beginning in October 2013, the Pelham Elementary Pre-K program began screening students' early language, academic, and articulation skills using the K-SEALS. Pre-K continues to use Get It, Got It, Go and Letter Naming Fluency to access students' vocabulary and early literacy skills. The middle and high schools use Jamestown Reader to assess basic comprehension.

**Need for a Striving Reader Project**

Pelham City Schools has made numerous changes in the last few year to improve its literacy instruction: (1) adopting CCGPS literacy standards; recent adoption of a K-3<sup>rd</sup> grade core reading program, Read Well; regular assessment to evaluate literacy skills. However, the district has not had an active system-wide literacy plan. In deciding whether or not to complete the application for the Striving Readers Grant, a needs assessment was completed by faculty at all three schools. Analysis of the data from those surveys as well as from the school-improvement plans and student achievement data indicated need for a Striving Reader Project. The following system-wide literacy needs have been identified:

- Development of comprehensive literacy plans for each school and district
- Improved collaboration with parents and agencies for children birth-five to ensure access to literature prior to entering pre-k or kindergarten
- Expansion of print and technological resources to promote and improve writing and basic literacy skills across the curriculum
- Professional learning in the following areas: integrating literacy and technology into content area instruction, improved writing performance, understanding and using Lexile scores, and designing engaging lessons.

# Pelham City Middle School: District Management Plan and Key Personnel

The implementation of the Striving Reader Grant will be managed through Pelham City Schools' central office. Ms. Kimberly NeSmith, Director of Teaching and Learning, will work with the other members of the district leadership team and school principals to implement the grant. The district leadership team, charted below, meets once a month.

| |
|---|
| Superintendent |
| Director of Teaching and Learning (Grant Administrator) |
| PES Assistant Principal |
| PCMS Assistant Principal |
| PHS Assistant Principal |
| PCS Math Academic Coach |
| PES Teachers |
| PCMS Teachers |
| PHS Teacher |

The District Principal-Directors team, consisting of all central office directors, including the Finance Director and Technology Director, and school principals meets monthly.

If awarded, monthly meetings of both teams will continue and implementation of the Literacy Plan will be added to the agenda for each meeting. Team members will participate in the development and review of budgets and performance plans for the grant. Progress towards grant implementation, goals and objectives, and effectiveness will be assessed. Additional meetings will be scheduled, if needed. Due to the small size and structure of the Pelham City School district, Ms. NeSmith is in the schools multiple times a week and the principals visit the central office weekly. Therefore, the mechanisms for communication and collaboration are already in place to ensure direct involvement of grant recipients in budget development, performance plan evaluation, and implementation of the grant. The principals will work with their school Literacy Team and other stakeholders to identify literacy needs (curriculum,

technology, and professional learning). Once needs are identified, the principals will collaborate with Ms. NeSmith and the Finance and Technology Directors to devise a budget, make purchases, and conduct all required training. Administrators, with Ms. Nesmith, will monitor implementation through documented focus walks, TKES walkthroughs, and formal observations. Individual professional development plans will be created as needed based on these observations.

The Director of Finance will oversee requests for and allocation of grant funds, purchasing resources, and auditing the grant. Ms. NeSmith, who is also the Federal Programs Director, will advise on federal programs regulations. As the system's professional learning coordinator, she will coordinate grant-funded PL and ensure alignment of grant initiatives with the CCGPS. The Director of Exceptional Students will advise on needs of gifted and special education students and teachers. The Director of Technology will work with Ms. NeSmith and the principals in identifying and meeting all technological needs. The Superintendent will hold all district office personnel and principals accountable for their respective roles in grant implementation.

The following chart identifies the individual roles and tasks of all leaders to successfully implement the Striving Reader Grant.

# Pelham City Middle School: District Management Plan and Key Personnel

| Department | Financial | Curriculum/ Professional Learning/Federal Programs | Technology | Exceptional Students | School Leadership Teams and/or Administrators |
|---|---|---|---|---|---|
| **Tasks** | • Request and allocate grant funds.<br>• Assist with budget development<br>• Issue purchase orders and authorize payment<br>• Maintain financial records<br>• Audit grant | • Ensure alignment of SRCL and CCGPS other district goals.<br>• Assist with budget development.<br>• Coordinate other federal program budgets to support Literacy Plan<br>• Coordinate RTI in accordance with the grant<br>• Monitor the overall implementation and effectiveness of SRCL.<br>• Plan, coordinate, and evaluate professional learning for grant implementation. | • Recommend technology based on school's needs.<br>• Assist with budget development<br>• Inventory all technology purchased with grant funds.<br>• Install, maintain, and train on new hardware and software. | • Determine literacy needs of gifted and special needs students and teachers<br>• Align with school and district initiatives.<br>• Assist with budget development.<br>• Monitor and assess implementation of initiatives. | • Identify needs<br>• Develop budgets<br>• Implement initiatives<br>• Coordinate goals of school-based literacy team/performance plan with district goals and objectives.<br>• Administrators: monitor implementation of initiatives through observations and assessment analysis. |

**Capacity to Coordinate Resources/Control for Spending**

Although Pelham City Schools (PCS) is considered the poorest school system in the state based on its ability to generate tax revenue, the district is financially sound.  Our past and current superintendents have been fiscally conservative, as has our Director of Finance who has been employed in her current capacity for 19 years.  We have received many grants, yet we have had no audit findings regarding grant administration.  Internal controls are in place to ensure that the system remains financially sound and that no improprieties occur.  Listed below are some of the grants received since FY13.

| FISCAL YEAR | | GRANT | | AMOUNT |
|---|---|---|---|---|
| 2013 | | Title I-A Improving the Academic Achievement of the Disadvantaged | $ | 516,381.00 |
| | | Title I Part C Migrant | $ | 20,790.00 |
| | | Special Education VI-B Flow Through | $ | 372,301.00 |
| | | Title VI-B Rural and Low Income | $ | 35,052.00 |
| | | Title II-A Improving Teacher Quality | $ | 76,037.00 |
| | | | | |
| 2014 | | Title I-A Improving the Academic Achievement of the Disadvantaged | $ | 442,863.00 |
| | | Title I Part C Migrant | $ | 13,927.00 |
| | | Special Education VI-B Flow Through | $ | 299,963.00 |
| | | Title VI-B Rural and Low Income | $ | 26,352.00 |
| | | Title II-A Improving Teacher Quality | $ | 59,715.00 |
| | | | | |
| 2015 | | Title I-A Improving the Academic Achievement of the Disadvantaged | $ | 449,030.00 |
| | | Title I-A School Improvement | $ | 33,000.00 |
| | | Special Education VI-B Flow Through | $ | 317,097.00 |
| | | Title VI-B Rural and Low Income | $ | 28,716.00 |
| | | Title II-A Improving Teacher Quality | $ | 59,737.00 |
| | | Connections for Classrooms | $ | 59,391.12 |

PCS is very experienced in managing grants and coordinating resources to successfully implement a program or activity.  The District Leadership Team has always worked

collaboratively to determine goals and allocate financial resources. All staff members are familiar with the required processes to procure items. The finance department is experienced in requesting and allocating grant funds, purchasing resources, and recording transactions. Furthermore, the technology department has proven adept in installing, maintaining, and inventorying technology.

Superintendent Floyd Fort has 26 years of experience in education, with over 20 years as an administrator. Mr. Fort has written and managed grants totaling over five million dollars, including one of, if not the most, successful Reading First Grant in Georgia. During his tenure here and in Stewart County, grant funding has always been directed with fidelity. PCS has three principals with years of experience administering grants, such as technology, SIG 1003g, and 21st Century.

**Sustainability of Past Initiatives**

PCS is committed to developing teacher leaders. Although administrators may change, teachers within the system remain relatively constant. (The most recent TII-A equity data available (2011-2012) indicate the teacher-retention rate of 94.3% for our system.) It is important to have teachers capable of guiding others in order for effective initiatives to continue whenever there is a change in administration or when the funds providing professional development diminish. Many of our past initiatives continue today due to our strong teacher leadership and active teacher-led professional learning communities. In an effort to increase the development of our teacher leaders, PCS sent a team to GLISI in SY14.

In addition to continued professional development, PCS is able to continue support of new initiatives with technology. Our technology staff is knowledgeable and efficiently maintains the technology at the schools. In the future, funds from E-SPLOST and E-RATE, in addition to local, state, and federal grant funds, will be used to supplement and sustain our long-term literacy plan.

**Unfunded Initiatives**

Although PCS uses many grants to fund initiatives, general funds are used for core curriculum and some professional development, including the purchase of *Read Well* ($90,000).

Supplemented by grant funding from numerous sources, Pelham City is able to leverage its general funds for instructional resources, professional learning, and technology.

**School Narrative**

**Pelham City Middle School History**

Pelham City Middle School (PCMS) is located in Pelham, Georgia, a small town in Mitchell County, in the southwest portion of the state. Pelham has a population of 3,898 (2010 Census); this number reflects a 5.5 % decrease from the 2000 Census. The city school system, however, has seen an increase in enrollment for the 2014-15 school year, as parents from the county schools enroll their children. The median income of $21866 (2008-2012 American Community Survey 5 Year Estimates) is below half of the state median income of $47,590 (2009). Sixty percent of the students enrolled at Pelham City Middle School are minorities. In Pelham, only 69.5% of citizens 18 and over have a high school diploma or higher, well below the state average of 82.8% (2010 Census).

Pelham City Middle School, a Title I school, has fewer than 300 students in grades 6-8100%. One hundred percent of our student body is eligible for free breakfast and lunch, due to the Community Eligibility Provision. Fifty-four (54%) percent are African American, 40% white; 5%, Hispanic; 2%, two or more races. Students are heterogeneously grouped in grades 6-8 throughout 13 homerooms: 4 in 6th and 8th; 5 in 7th. The homerooms have a staff ratio of 1 to 22. There are four special education teachers, thirteen gifted-certified teachers, three paraprofessionals, and five special area teachers (2 full-time; 3 half-time).  In addition, the student population is served by two administrators, one full-time counselor, one speech pathologist, and one part-time nurse.

PCMS was once a year seven, "Needs Improvement" school, but since 2008 the school has seen a steady increase in test scores and student achievement. In 2010, PCMS was named a Title I School of Distinction. Pelham City Middle School consistently meets or exceeds the state requirement for test scores in reading and ELA.  However, CRCT results show that a significant number of students at Pelham City Middle School are struggling with comprehension of content area informational text. Also, writing scores show that many of our students are lacking effective writing skills

### Administrative and Teacher Leadership Team

| | |
|---|---|
| John Hamilton | Principal |
| Dera Harkins | Assistant Principal |
| Tyler Autry | Guidance Counselor |
| Deborah Clark | 8th Grade |

| Paula Baggett | 8th Grade |
| --- | --- |
| Casandra Yates | 7th Grade |
| Leigh Stalvey | 7th Grade |
| Lisa Slaughter | 7th Grade |
| Caroline Palmer | 6th Grade |
| Terra Solomon | Special Education |
| Justin Sealy | Special Area |

The teachers of Pelham City Middle School are the greatest asset to improving our learning environment. They have been active participants in CCGPS and other professional learning as well as individual training designed to be beneficial for specific needs. The teachers have been instrumental in designing classes for remediation and RTI support. PCMS no longer has two academic coaches due to a decrease in funding; however, our teachers work hard to assist their peers in training and redelivery of learned information.  This sometimes proves difficult because we have there is only one teacher per grade level content area; however, content area teachers do collaborate vertically during monthly meetings.

**Past Instructional Initiatives**

Pelham City Middle School has participated in the following past instructional initiatives as effective instructional strategies:

- **Georgia Middle Grades Writing Pre- Assessment-** used to predict student success on the state mandated writing test and address areas of weakness in the writing process
- **Study Skills Classes-** provided additional support for students in math and ELA; taught by certified teachers on campus – these classes were discontinued due to staff reduction/budget cuts
- **Learning Focused Schools-** emphasized best practices for classroom management and instruction to improve student achievement.
- **Classworks-** remedial program used in our RTI program to assist students during remediation

## Current Instructional Initiatives

- **Common Core Georgia Performance Standards**- teachers and administrators are involved in professional development and creation of units based on these standards through collaborative planning
- **Working on the Work-** this is an initiative designed by the Schlechty Center and Professional Association of Georgia Educators to improve teacher knowledge of student engagement - staff has participated in extensive professional development dealing with redesigning the way our school teaches
- **Study Island**- curriculum support used in remediation and credit recovery
- **Odysseyware, USA TestPrep, Math in the Fast Lane**- teachers use these online programs for instructional support and progress monitoring
- **Remedial Math and English/Language Arts Support**- classes are taught by teachers qualified to teach gifted students, and use those techniques to support students in their traditional course
- **Remedial Reading Support**- classes are taught by teachers qualified to teach gifted students, and use those techniques to support students in their traditional course
- **Remedial Science Support**- classes are taught by teachers qualified to teach gifted students, and use those techniques to support students in their traditional course
- **Remedial Social Studies Support**- classes are taught by teachers qualified to teach gifted students, and use those techniques to support students in their traditional course

## Professional Learning Needs

| |
|---|
| Incorporating direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills across content areas |
| Using a variety of differentiated instructional strategies, with specific emphasis on modeling by experts |
| Assisting students with significant reading and writing delays to progress to appropriate grade levels |
| Integrating individual and classroom technology into valuable activities based on the CCGPS |
| Creating activities, lessons, and units that fully implement the Common Core Georgia Performance Standards |
| Effectively analyzing data and using the data to make better decisions on academic placement and progress, especially pertaining to RTI |

Training staff members to redeliver professional development so that the training will become self-sustaining and consistent over time

## Need for a Striving Readers Project

Pelham City Middle School and staff make every effort to improve the achievement of literacy for all students. PCMS has shown great academic improvements. Going from a year seven," Needs Improvement School," to a "Title I School of Distinction" shows the level of commitment of the faculty, staff, students, and parents at Pelham City Middle School. However, we are aware that we must continue to improve the educational services of our students. With the implementation of the new Common Core Georgia Performance Standards, we have adopted this definition of literacy is as follows: "**The ability to speak, listen, read, and write, as well as to view print and non-print text in order to communicate effectively with others, to think and respond critically in a variety of settings to a myriad of print and non-print text, and to access, use, and produce multiple forms of media, information, and knowledge in all content areas."**

Pelham City Middle School is determined to provide our students with a great learning environment focused on those standards. It is important to our staff that they become comfortable and proficient, not only in their subject area, but in literacy as it pertains to the whole student. Working with the CCGPS, it is imperative that instruction in reading, writing, speaking, listening, and language become an integral component of all classes. PCMS wants to provide its students with a contemporary learning environment that incorporates personal technology and other avenues of learning and information dissemination that they will encounter in the "real world."

The fact that less than 70% of adults in Pelham have a high school diploma or college degree shows that we need to implement a strong, comprehensive literacy program that will lead to proficiency in vocabulary, comprehension, and writing.  In addition, we must provide our teachers with the training necessary to meet this challenge. The Striving Readers Project would assist us tremendously in providing the training, technology, and resources to meet the evolving needs of our students.

Description of Needs Assessment Process/Surveys/Participants

The PCMS Literacy Team, comprised of both school administrators and representatives from each grade, met in October to outline the next steps necessary for completion of a comprehensive literacy plan.  All content and ancillary teachers including special education, media specialist, and paraprofessionals had completed both the "Survey of Literacy Instruction for Middle and High School Teachers" and the "Teachers' Assessment of Infrastructure for Literacy Kindergarten to Grade 12".  The Literacy Team completed an analysis of the survey data as well as student data from various sources.  A calendar of regularly scheduled meetings was developed for the team to prepare a plan for the school. The following data was used to determine needs in addition to the literacy surveys:

- CRCT Data
- Universal Screening Information
- SLDS
- CRCT Readiness Indicators
- 8th Grade Writing Scores
- CCRPI Data
- Title IIA Needs Assessment

Though the CRCT data (see Student and Teacher Data) show a substantial number of PCMS students meeting  or exceeding reading standards for the current assessments (6th, 96.2%; 7th, 92.0; 8th, 98.1%), the performance in social studies and science is far less encouraging where as many as more than 36% of sixth graders did not meet standards. In agreement with that, 62.5% of teachers indicate that students at PCMS struggle with comprehension of grade-level complex text.  Also troubling are the CRCT readiness indicators for the Georgia Milestones Assessment which indicate that significant numbers of students at each grade level need additional support in reading and ELA.  Looking at the convergence of this data and that which is reported below from teachers, it would appear that improving literacy instruction across the curriculum is our most pressing issue. A second issue is seen in the writing scores. In 2014, 33% of 8th grade students failed to meet expectations on the state writing assessment .  A comprehensive literacy plan will help identify the gaps that are currently leaving some of our students underserved, improve overall academic achievement, and increase the number of college and career ready graduates from Pelham City Schools.

| Engaged Leadership |
|---|
| **Concern 1: Need for shared literacy vision which is owned by school leadership, staff members, students, parents, and community.** |

| Root Causes: | Current Efforts to Address Concerns: |
|---|---|
| <ul><li>**Lack of comprehensive literacy plan**</li><li>**Need for more out-of-school support for literacy**</li><li>**Need for more direct involvement of district personnel in literacy initiatives**</li><li>**Some teachers are not yet aware of their role in literacy instruction.**</li></ul> | <ul><li>**Teachers and leaders are involved in developing a Comprehensive Literacy Plan**</li><li>**District Parent Involvement Coordinator schedules parent meetings to distribute information about literacy and other initiatives**</li></ul> |
| **All teachers, media specialists, and administrators must be competent advocates of promoting literacy.**<br>**(The What, p. 5; The How, p. 31)** | |

**Needs Assessment Data:  % of teachers indicating that:**
- **45.83% -  professional learning in disciplinary literacy has not begun**
- **70.83% -  the school has not yet created a viable literacy plan**
- **75%  - a community literacy council has not begun to take shape**
- **83.33%  - no system of learning supports are available in the community**
- **33.33% - lack confidence in their ability to effectively integrate literacy skills across the curriculum; 20% thought this question did not apply to them**

| Continuity of Instruction |
|---|

**Concern 2: Need for consistent focus on literacy instruction across the curriculum (in all content areas).**

**Root Causes:**
- **Lack of sufficient time for literacy instruction**
- **Lack of cross-disciplinary collaborative meetings to support literacy instruction**
- **Lack of literacy instruction training for content area teachers**
- **No comprehensive plan for incorporating writing into all content areas**

**A report titled *Writing to Read*…documents the efficacy of having students write to improve reading comprehension.**
**(The Why, p. 50; The What, p.7)**

**Current Efforts to Address Concerns:**
- **Scheduling extended time for literacy instruction**
- **Monthly content-area teams meet will focus on literacy instruction as a priority topic**
- **Professional learning plan is being revised based on Needs Assessment to include literacy in the content area**
- **Increased accountability for written responses across the curriculum**

**Needs Assessment Data:   % of teachers indicating that:**
- **45.83% -  professional learning in disciplinary literacy has not begun**
- **83.33% -  content area teachers do not consistently incorporate literacy instruction**
- **70.83% -  cross disciplinary teams are not currently meeting**
- **50% -  literacy instruction in content areas is not systematic and comprehensive**
- **54.17% - ELA teachers address only some aspects of explicit literacy**
- **69.57% - writing is primarily taught by ELA teachers**
- **73.91% - a daily literacy block has not been established**
- **37.50% - insufficient time for literacy instruction; 37.50% believed that literacy instruction did not apply to them**
- **43.75% - content area teachers schedule 30 minutes or less for literacy instruction per week**

| Ongoing Summative and Formative Assessments | |
|---|---|
| **Concern 3: Need for a comprehensive, balanced assessment system across all grade levels.** | |
| **Root Causes:**<br><br>• **Lack of adequate time for data analysis by grade level and content area team**<br>• **Lack of time, training, and support for developing formative assessments**<br>• **No schedule exists for collaborative teacher meetings across school levels (PES, PCMS, PHS)**<br><br>**Assessment materials should be aligned with students' needs, and personnel must be adequately trained….**<br>**(The What, pp. 8-9; The Why, p. 96)** | **Current Efforts to Address Concerns:**<br><br>• **Leadership Team retreats scheduled at the end of each year to analyze data**<br>• **District personnel are currently engaged in professional learning on data analysis**<br>• **District Leadership Team (GLISI Team: administrators and teachers from all schools and district office) meets regularly to address areas of concern.**<br>• **Entire PCMS faculty is completing Formative Instructional Practices (FIP) modules** |
| **Needs Assessment Data: % of teachers indicating that:**<br><br>• **58.33% - system of common assessments is needed, but they have not been developed yet**<br>• **54.17% - district is complying with state requirements for summative assessments, but no true formative assessments have been selected or developed**<br>• **70.83% - teachers rarely have time to review summative data** | |

| Best Practices in Literacy Instruction |
|---|
| **Concern 4: Need for systematic research-based materials, resources, and professional learning for literacy instruction in all grade levels.** |

| Root Causes: | Current Efforts to Address Concerns: |
|---|---|
| <ul><li>**Lack of professional learning related to literacy instruction in content areas**</li><li>**Lack of research-based curriculum with a scope and sequence in literacy**</li><li>**Lack of adequate time in daily schedule for direct explicit literacy instruction**</li><li>**Lack of a writing curriculum for all subject areas**</li></ul> **A rigorous, standards-based curriculum … are the foundations for students' literacy successes in career life skills.** **(The Why, p. 31)** | <ul><li>**Professional learning plan is being revised based on Needs Assessment to include literacy instruction training**</li><li>**Extended time has been scheduled for literacy instruction**</li></ul> |

| Needs Assessment Data:  % of teachers indicating that: |
|---|
| <ul><li>**52.17% - no articulated scope and sequence of skills integrated into a rich curriculum of literary and informational texts currently is available to teachers and students**</li><li>**61.54% - more materials and resources are needed for differentiation for below, on, and above grade level**</li></ul> |

| System of Tiered Intervention (RTI) for All Students |
|---|
| **Concern 5: Need for systematic response to intervention protocol, resources, implementation, and monitoring** |

| Root Causes: | Current Efforts to Address Concerns: |
|---|---|
| • **Lack of resources and support personnel for RTI** <br> • **Lack of scheduled time to implement interventions sufficiently** <br> • **Improved implementation and monitoring protocols needed** | • **Additional RTI resources purchased: Odysseyware, Voyager Math, Rewards** <br> • **Extended time for RTI** <br> • **RTI Handbook, including protocols and procedures, revised and posted on the district website** |
| **Schools have the responsibility of implementing intervention methods…efficiently and effectively ….** <br> **(The What, p. 5; The Why, p. 123)** | |

| Needs Assessment Data:  % of teachers indicating that: |
|---|
| • **54.17% - district is complying with state requirements for summative assessments, but no true formative assessments have been selected or developed** <br> • **58.33% - problems found in literacy screenings are not followed by diagnostic assessment** <br> • **50% - intervention is monitored regularly to ensure that it occurs regularly and is implemented with fidelity** <br> • **65.22% - requirements for Tier 3 have not yet been implemented** |

| Improved Instruction through Professional Learning |
|---|
| **Concern 6: Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.** |

| Root Causes: | Current Efforts to Address Concerns: |
|---|---|
| • **Lack of professional learning related to literary instruction in the content areas**<br>• **Need for professional learning in writing instruction in all content areas**<br>• **Need for improved follow-up and support of implementation of literacy initiatives**<br>• **Lack of release time for professional learning**<br><br>**Effective professional learning is linked to higher student achievement. (The Why, p. 141)** | • **Professional learning plan is being revised based on Needs Assessment to include literacy training**<br>• **RESA consultant will provide literacy training to school faculty to include:**<br>   o **identification of literacy anchor standards,**<br>   o **comprehension strategies across the curriculum**<br>   o **designing literacy intensive units** |

**Needs Assessment Data: % of teachers indicating that:**
- **73.91% - many new teachers have not been thoroughly prepared for many aspects of literacy instruction**
- **60.87% - professional learning in literacy has not begun formally**
- **62.50% - support is needed in teaching students who struggle to comprehend complex grade-level text**
- **33.33% - they lack confidence in their ability to effectively integrate literacy skills across the curriculum; 20% thought this question did not apply to them**

| Building Block 1: Engaged Leadership |
|---|

**Why is this important?**
The "Why" document (page 141) states the goal of professional learning is to support viable, sustainable professional learning, improve teacher instruction, and ultimately promote student achievement. Professional learning is organized to engage all teachers in ongoing, high-quality, job-embedded, sustained, collaborative learning.

**A. Action: Demonstrate commitment to learn about and support evidence based literacy instruction in his/her school.**
**Why:** Based on our Needs Assessment, 56.52% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward |
|---|---|
| 1. Administration uses Teacher Keys Effectiveness System (TKES) to complete walkthroughs in classrooms. Instruction is monitored with a focus on literacy standards from CCGPS and immediate feedback will be provided. | **Planning and Implementing:**<br>1. Administration will provide professional learning based on student data and teacher needs (The How, p. 20).<br>2. Administration will be an active part of the Literacy Team.<br>3. Administrators will participate in professional learning and staff development in order to support classroom instruction as "competent advocates of promoting literacy by helping students develop strategies and skills for accessing texts and media, expressing ideas in writing, communicating ideas orally, and utilizing sources of information efficiently and effectively" (The Why, p.31; The How, p. 20; The What, p.5).<br><br>**Expanding and Sustaining:**<br>1. Administrators will continue to analyze data and adjust professional learning accordingly (The How, p. 20).<br>2. Administrators will be deliberate in their efforts to identify and train future leaders (The How, p. 20). |

| **B. Action: Organize a Literacy Leadership Team** | |
|---|---|
| **Why:** Based on our Needs Assessment, only 29.16% of the teachers indicate that our school currently has achieved this goal. | |
| **Currently in place to be continued:** | **Going Forward** |
| 1. A core Literacy Team has been established and will expand into all content areas.  "A comprehensive and coordinated literacy program, which is interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community" will be implemented and supported by the administration (The Why, p. 67).  This shared literacy vision has been agreed upon by the Literacy Team and is aligned with the state literacy plan (The What, p. 5). | **Planning and Implementing:** <br> 1. Based on the Needs Assessment, the entire faculty is not aware of the efforts or goals of the Literacy Team. This team, led by administrators, will ensure that stakeholders understand literacy goals and their roles in meeting these goals. <br> 2. Using the Needs Assessment and student data, administrators will identify and allocate funding sources to support literacy (The How, p. 21). <br><br> **Expanding and Sustaining:** <br> 1. Administrators will review and reassign staff as needed in order to maximize the achievement of literacy goals (The How, p. 21). <br> 2. The Literacy Team will identify literacy priorities and allocate the necessary resources to sustain them over time. <br> 3. Leveraging help from parents and community organizations, the Literacy Team will investigate funding from community sources to support literacy (The How, pp. 21-22). |
| **C. Action: Maximize the use of time and personnel through scheduling and collaborative planning.** | |
| **Why:** Based on our Needs Assessment, only 20.84% of the teachers indicate that our school currently has achieved this goal. | |
| **Currently in place to be continued:** | **Going Forward** |
| 1. Administration provides time for teachers to collaborate with interdisciplinary teams through the use of peer observations to analyze research based strategies (The How, p. 23; The Why, p. 68; The What, p. 6). <br> 2. Administration continues "to provide continuous support for adolescents by providing them with highly qualified teachers, media specialists and reading/literacy specialists who | **Planning and Implementing:** <br> 1. Administration will continue to schedule the maximum amount of time for teachers to collaborate across the curriculum. <br> 2. Scheduled instructional time will be maximized by identifying effective strategies for differentiated instruction, promoting active engagement, and teaching key areas of literacy and writing within the |

| | |
|---|---|
| understand and are able to meet the needs and interests of adolescent learners (The Why, p. 68). | content areas (The How, p. 21; The What, p. 6). (The How, p. 21; The What, p. 6). <br><br> **Expanding and Sustaining:** <br> 1. Teacher leaders will be encouraged to share professional learning at team and staff meetings (The How, p. 22). <br> 2. Teachers will be taught how to use formative assessment results to determine the impact of efforts to maximize instructional time (The How, p. 23). |

**D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instruction as articulated in the CCGPS.**
**Why:** Based on our Needs Assessment, only 25.0% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward |
|---|---|
| 1. Administrative policies at PCMS state that ALL stakeholders are "responsible for promoting literacy" (The Why, p. 31). | **Planning and Implementing:** <br> 1. Administrators will develop an infrastructure of accountability for literacy instruction in all subject areas using the literacy standards for social studies, science, and technical subjects. <br><br> **Expanding and Sustaining:** <br> 1. The Literacy Team will develop strategies for maintaining momentum and progress of literacy initiatives (The How, p. 24). <br> 2. Administrators will strive to maintain the fiscal and instructional focus on literacy development through targeted and sustained professional learning (The How, p. 24; The What, p. 6). <br> 3. The Literacy Team will utilize social media to promote the goals of literacy across the curriculum in a variety of ways, e.g., creating online book clubs; interacting with other students around the world through social media; enter the debates on world events by reaching out to students in other countries (The How, p. 24). |

| E. Action: Optimize literacy instruction across all content areas. |
|---|
| Why: Based on our Needs Assessment, only 16.66% of the teachers indicate that our school currently has achieved this goal. |

| **Currently in place to be continued:** | **Going Forward** |
|---|---|
| 1. Administration at PCMS agrees that a school-wide literacy plan which covers all CCGPS relating to literacy across the curriculum is needed for our school (The What, p. 6).<br><br>"A rigorous, standards-based curriculum and specialized academic and/or enrichment programs are the foundations for students' literacy successes in career and life skills" (The Why, p. 31). | **Planning and Implementing:**<br>Administrators and teachers from all content areas will work together to incorporate literacy skills into all areas of instruction (The What, p. 6):<br>1. Extended response questions will be consistently utilized in all content areas (The Why, p. 44; The What, p. 6).<br>2. Writing will be an integral part of all content area instruction (The What, p. 6; The Why, p. 131).<br>3. Teachers will participate in professional learning on best practices in reading and writing (The What, p. 6).<br>4. Administrators will seek to increase access to technology to expedite the writing process. (The Why, p. 87.)<br><br>**Expanding and Sustaining:**<br>1. Administrators will seek ways to identify skills or knowledge that need to be strengthened in the future in order for students to reach proficiency in literacy (The How, p. 26; The Why, p. 96).<br>2. Administrators will create a forum (either virtual or face-to-face) to share creative ideas among the faculty to infuse literacy into daily instruction (The How, pp. 26-27).<br>3. The school will host family nights that engage parents in activities that promote proficiency in literacy (The How, p. 27). |

| **F. Action: Enlist the community at large to support schools and teachers in the development of college and career ready students as articulated in the CCGPS.** |
|---|
| **Why:** Based on our Needs Assessment, only 25.0% of the teachers indicate that our school currently has achieved this goal. |

| **Currently in place to be continued:** | **Going Forward** |
|---|---|
| 1. The school continues to use traditional outlets (school newspaper, system publications, local newspaper, Pelham | **Planning and Implementing:**<br>1. The PCMS school council which includes administrators, teachers, parents, |

Chamber of Commerce) as well as social media (Facebook, Twitter, School Website, etc…) to promote/celebrate student achievement and academic success (The What, p. 7).

2. School and system administration, along with Title I Parent Coordinator, organize a Curriculum Night once each nine weeks.

business leaders and community members will work in conjunction with the Literacy Team to promote the core literacy plan of the school by utilizing all available means of social and print media as well as parent correspondence (The What, p. 7; The How, p. 28).

**Expanding and Sustaining:**
1. PCMS faculty and administration will continue to focus proactively on issues that hinder student learning such as: encouraging parent involvement in literacy and other school activities; providing reading materials for students to take home; providing literacy training for parents, as needed; and providing after school tutoring (The How, p. 28).
2. The Literacy Team will enlist the assistance of parents and local businesses to pursue additional funding sources for literacy staff and materials (The How, p. 28).
3. The Literacy Team will enlist the assistance of parents and local businesses to promote literacy awareness through a number of avenues, for instance:
   a. Displaying flyers encouraging people to read to or with their children (The How, p. 28)
   b. Agreeing on a community-wide book to be read by schools, parents, and other adults (The How, p. 28).
   c. Engaging in fundraising efforts to support increased literacy in the schools and the community (The How, p. 28).

## Building Block 2: Continuity of Instruction

The Common Core Georgia Performance Standards, as stated in the "Why" document, presume that instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school (page 27). The Standards' extensive research establishes a need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas.

**A. Action: Ensure a consistent literacy focus across the curriculum through the use of collaborative teams.**

**Why:** Based on our Needs Assessment, only 29.17% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward |
|---|---|
| 1. Currently, collaborative teams meet weekly to discuss student achievement and grade level expectations, analyze work, and align instruction (The What, p. 7; The Why, p. 67). These meetings will begin to focus on the planning and implementation of lessons that address the literacy needs of students (The How, p. 29). | **Planning and Implementing:**<br>1. Faculty and staff will focus on literacy strategies within the content areas through sustained professional development (The Why, p. 67).<br>2. Using grant funds for release time, administrators will ensure that teachers will have opportunities to observe model lessons, organize materials, and practice effective instructional strategies using teacher leader classrooms, mentor teachers, and videos. (The How page 29)<br>3. Faculty will engage in developing a school-wide literacy plan for literacy across the curriculum.<br>4. The plan will include efforts to promote literacy at home as well as school.<br>5. Teachers from all content areas will work to incorporate literacy instruction into their lessons consistently (The Why, p. 131).<br>6. Teachers will plan collaboratively to ensure that students have opportunities to use narrative, argument, and informational writing in their various classes, e.g., informational in science; argument in history; narrative in language arts. (The What, p. 44).<br>7. Teachers will participate in professional learning on best practices in reading and writing (The Why, pp. 67-68).<br>8. Administrators will seek to increase access to technology will expedite the writing process (The Why, p. 87).<br><br>**Expanding and Sustaining:**<br>1. Administration will monitor and adjust teams as necessary to ensure optimal |

|  | effectiveness (The How, p. 29).<br>2. Administrators will use videoing of good instruction for analysis to improve disciplinary literacy instruction (The How, p. 29). |
|---|---|
| **B. Action: Support teachers in providing literacy instruction across the curriculum.**<br>**Why:** Based on our Needs Assessment, only 16.67% of the teachers indicate that our school currently has achieved this goal. | |
| **Currently in place to be continued:**<br>1. Grade-level teams and the School Leadership Team meets to identify the concepts and skills students need to meet expectations in CCGPS (The How, p. 30) through the use of research-based strategies and appropriate resources such as the Teacher Resource Link and OAS support student learning of the CCGPS (The How, p. 30; The Why, p. 68). | **Going Forward**<br>**Planning and Implementing:**<br>1. All content area teachers will strive to consistently incorporate all types of literacy into curriculum using print and non-print resources (The What, p. 7; The Why, p. 68).<br>2. Teachers will identify or design a school-wide writing rubric that is aligned with CCGPS to set clear expectations for performance (The What, p. 7).<br><br>**Expanding and Sustaining:**<br>1. The Literacy Team will plan a school-wide literacy celebration annually (The How, p. 31.<br>2. Teachers will guide students to focus on their own improvement (The How, p. 30).<br>3. Teachers will be encouraged to expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media (The How, p. 30; The Why, p. 68). |
| **C. Action: Collaborate with supporting out-of-school agencies and organizations within the community.** only<br>**Why:** Based on our Needs Assessment, only 16.67% of the teachers indicate that our school currently has achieved this goal. | |
| **Currently in place to be continued:**<br>1. The school will continue to work with the Pelham Chamber of Commerce, Boys and Girls Clubs of America, Carnegie Library, 4-H and other agencies/organizations to raise | **Going Forward**<br>**Planning and Implementing:**<br>1. Administration will identify and contact learning supports within Boys & Girls Club and Carnegie Library to target student improvement (The |

awareness of the literacy challenges for students, so they will be better prepared to assist PCMS students with afterschool tutoring, research, and homework help.

2. PCMS will continue to work with community and faith-based groups to accommodate more students (The How, p. 32). PCMS encourages the aforementioned organizations to have a variety of reading materials such as books, magazines, the internet, on line data bases, and other text sources to enhance student literacy (The Why, p. 68).

3. PCMS encourages the aforementioned organizations and caregivers to allot daily reading time for our students. In addition, we encourage them to be involved in the process of choosing appropriate reading selections (The Why, p. 68).

How, p. 32).

2. PCMS will work with elementary and high school to fill program/service gaps (The How, p. 32).

3. District personnel will assist in providing awareness and resources that support literacy learning to outside organizations (The How, p. 32; The What, p.8).

**Expanding and Sustaining:**

1. The school will encourage afterschool programs to evaluate their effectiveness by using pre- and post-testing as well as progress monitoring assessments (The How, p. 32).

| Building Block 3: Ongoing formative and summative assessments. |
|---|

Sound assessment practices must take place in all classrooms to benefit students. Teachers recognize the importance of identifying the literacy needs of students, the instructional approaches needed to achieve literacy, and the assessment components necessary to improve student growth and success.

**A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction.**
**Why:** Based on our Needs Assessment, only 12.5% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward |
|---|---|
| 1. Grade-team members analyze data from CRCT scores using Statewide Longitudinal Data System from previous years to determine student needs for possible placement in remediation courses as well as accelerated classes. Those students scoring below 800 on the CRCT are targeted for remediation. This data, in conjunction with other data sources, is also used for teacher planning by identifying areas of struggle for students such as comprehension of informational text, writing skills, and critical thinking skills (The What, p. 8; The Why, p. 96). <br> 2. Data from unit benchmark exams is reviewed. These results are available to content area teachers and grade team members (The Why, p. 96). | **Planning and Implementing:** <br> 1. A data collection plan will be implemented to ensure the storing, analysis, and dissemination of assessment results (The What, p. 8; The Why, p. 120). <br> 2. PCMS will continue to ensure that materials for assessment and intervention are available and are used and that appropriate personnel are trained (The What, p. 8). <br> 3. Administrators will ensure that keyboarding is included in technology classes in order to prepare students for Milestones Testing. <br><br> **Expanding and Sustaining:** <br> 1. Administrators will designate specific personnel to be responsible for ensuring fidelity of all formative assessment procedures and timelines (The How, p. 34). <br> 2. The Literacy Team will continue to research and select effective screening, progress monitoring, and diagnostic tools to identify student readiness levels (The How, p. 34). |

**B. Action: Use universal screening and progress monitoring for formative assessment.**
**Why:** Based on our Needs Assessment, 45.83% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward |
|---|---|
| 1. An assessment calendar of quarterly | **Planning and Implementing:** |

universal screenings has been developed, with people responsible designated. This calendar establishes timelines for data collection and entry (The How, p. 36; The What, p. 8; The Why, p. 120).

2. Student data is analyzed to develop and adjust instructional plans (The How, p. 36; The Why, p. 121).

3. Universal Screeners are used to monitor the effectiveness of instruction and remediation in reading and math (The What, p. 8).

4. Benchmark data show that a large number of our students need remedial classes for reading, math and writing. Though this need is currently being addressed by RTI classes, progress monitoring needs to be improved.

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1. PCMS will work collaboratively with the elementary feeder school to ensure a smooth transition of student data analysis, processing, and instructional planning in order to meet the needs of the students (The Why, p. 121).

2. Teachers will receive professional development in the use of assessment data successfully to guide literacy instruction.

3. Administration will work to provide the necessary support to achieve literacy goals, e.g., providing release time for PL and meeting with team members to improve coordination of instructional goals.

**Expanding and Sustaining:**
1. Administrators will provide continued professional learning and refresher sessions to staff who administer assessments in order to ensure standardized procedures and accuracy of data recording (The How, p. 36).

2. The Literacy Team will encourage administrators to make data-driven budget decisions aligned with literacy priorities (The How, p. 36).

**C. Action: Use diagnostic assessment to analyze problems found in literacy screening.**
**Why:** Based on our Needs Assessment, 41.67% of the teachers indicate that our school currently has achieved this goal.

**Currently in place to be continued:**
1. Curriculum-based assessments and universal screener data are used to place students in RTI reading or math courses. Teachers continue to work on the process of moving students in and out of the remedial groups as they progress.

**Going Forward**
**Planning and Implementing:**
1. Diagnostic testing will be utilized to analyze problems found in screening in order to place students within an intervention and to adjust instruction (The How, p. 37; The What, p.9; The Why, p. 96).

**Expanding and Sustaining:**
1. District literacy team will monitor the progress of students in and out of RTI based on screening data to ensure that the diagnostic process is effective

|  | (The How, p. 37).<br>2. Teachers will be encouraged to recognize and celebrate students' individual accomplishments toward meeting literacy goals (The How, p. 37). |
|---|---|

**D. Action: Use summative data to make programming decisions as well as to monitor individual student progress.**
**Why:** Based on our Needs Assessment, only 29.17% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward |
|---|---|
| 1. Benchmark analysis, student assessments, and teacher recommendations are utilized to move students into or out of classes for remediation and for acceleration.<br>2. The CRCT summative data is being used to develop a comprehensive literacy plan (The Why, p. 131).<br>3. Evaluating student progress and modifying instructional strategies are a part of weekly team meetings (The What, p. 9). | **Planning and Implementing:**<br>1. Collaborative team meetings will include discussions of changes that can be made to improve instruction for all students (The What, p. 9).<br><br>**Expanding and Sustaining:**<br>1. The Data Team will establish protocols for analyzing student assessments and evaluating student progress (The How, p. 38).<br>2. Cross-grade teams will analyze curriculum alignment to identify and eliminate gaps, based on summative assessment data analysis (The How, p. 38; The Why, p. 131). |

**E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning.**
**Why:** Based on our Needs Assessment, 62.50% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward |
|---|---|
| 1. CRCT scores are available in SLDS through Infinite Campus, on every student (The What, p. 9). Teachers use this information to quartile their classrooms and identify academic weaknesses in order to differentiate instruction. | **Planning and Implementing:**<br>1. Administrators who are currently receiving training in data analysis will re-deliver information to staff.<br>2. Administrators will ensure that procedures for analyzing data to improve instruction will be consistently utilized (The What, p. 9).<br>3. Administrators will use grant funding to provide teachers with technology to make data gathering and analysis more efficient (The How, p. 39). |

| | **Expanding and Sustaining:** |
|---|---|
| | 1. The data team will evaluate the process of data utilization to ensure that it meets the needs of students and teachers (The How, p. 39). |

| **Building Block 4: Best Practices in Literacy Instruction** |
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**A. Action: Provide direct, explicit literacy instruction for all students.**
**Why:** Based on our Needs Assessment, 47.82% of the teachers indicate that our school currently has achieved this goal.

| **Currently in place to be continued:** | **Going Forward** |
|---|---|
| 1. ELA teachers provide explicit instruction in literacy aligned to the CCGPS, but content area teachers generally provide instruction in their subject area primarily. <br> 2. To enhance motivation, teachers allow students to select for themselves the materials they read and topics they research (The Why, p. 51). | **Planning and Implementing:** <br> 1. Professional learning will be provided on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills across content areas (The How, p. 40; The What, p. 10). <br> 2. Interdisciplinary teams will share effective differentiated lessons and strategies in team meetings (The How, p. 40). <br> 3. PCMS faculty will receive professional learning on recent research-based best practices in explicit literacy instruction via online outlets and professional learning communities (The How, p.40). <br> 4. The staff will incorporate technology into literacy through the use of eReaders, blogs, and social networking (The Why, p. 59). <br><br> **Expanding and Sustaining:** <br> 1. The school media center will offer families access to resources that differentiate support for students (The How, p. 41). <br> 2. The Literacy Team will seek to partner with local businesses to address literacy skills needed for the workplace (The How, p. 40). |

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|---|---|
| **B. Action: Ensure that students receive effective writing instruction across the curriculum.**<br>**Why:** Based on our Needs Assessment, 30.43% of the teachers indicate that our school currently has achieved this goal. | |
| **Currently in place to be continued:**<br>1. Formative assessment strategies are utilized to provide students with feedback as they follow the five stages of the writing process to develop a piece of writing (The Why, p. 44). | **Going Forward**<br>**Planning and Implementing:**<br>1. Teachers will meet in collaborative teams to develop a coordinated plan for writing that provides explicit instruction across content areas and includes guided and independent practice (The How, p. 42; The Why, pp. 44, 46; The What, p. 10).<br><br>**Expanding and Sustaining:**<br>1. The faculty will develop and implement a vertically and horizontally articulated writing plan consistent with CCGPS (The How, p. 42; The What, p. 10).<br>2. The faculty will design a plan for leveraging technology to expedite writing production, publishing, and communication within the content areas (The How, p. 42; The What, p. 10). |
| **C. Action: Teachers work to develop and maintain interest and engagement as students progress through school.**<br>**Why:** Based on our Needs Assessment, 50.0% of the teachers indicate that our school currently has achieved this goal. | |
| **Currently in place to be continued:**<br>1. PCMS encourages student engagement through a reward given each nine weeks for students who meet reading goals that have been set collaboratively by reading teachers and students.<br>2. A plan is currently being developed to reward students who meet their end-of-year reading goal, e.g., attending ball games, amusement parks, or museums. (This plan is designed to motivate students who are generally unmotivated to read such as English Language Learners, students with exceptional needs, and other at risk | **Going Forward**<br>**Planning and Implementing:**<br>1. Creative use of technology will be utilized to promote student engagement, e.g., leveraging student interest in social media, Twitter, etc., to teach literacy (The What, p. 11).<br>2. PCMS will strive to increase access to texts that students consider engaging (The What, p. 11; The Why, p. 53).<br><br>**Expanding and Sustaining:**<br>1. Teachers will continue to focus creatively on providing students with an understanding of how their academic assignments relate to their |

| | |
|---|---|
| populations) (The Why, p. 41; The How, p. 41; The What, p. 11). <br> 3. Teachers at PCMS are actively implementing the Working on the Work (WOW) Initiative to design engaging and meaningful work for students (Schlechty Center). | lives (The How, p. 41; The What, p. 11; The Why, p. 52). |

**Building Block 5: System of Tiered Intervention (RtI) for All Students**

**A. Action: Use information developed from the school-based data teams to inform RTI process.**
**Why:** Based on our Needs Assessment, 70.83% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward <br> **Planning and Implementing:** |
|---|---|
| 1. Universal screeners are administered to every student three times a year and analyzed by the teachers and district personnel. <br> 2. Student data, including screening information and CRCT data is shared among each grade level to determine students to be enlisted in an RTI program for reading and math (The What, p. 11). <br> 3. For the large number of students not meeting standards in science and social studies, teachers have identified a weakness in comprehension of informational text (see Student Data section). <br> 4. Teachers meet on a regular basis to discuss the progress of all students to move students within the tiers of RTI (The What, p. 11). <br> 5. Administration ensures that teachers identify and prioritize a list of students to be targeted for intervention or support (The How, p. 21) based on data analysis (The What, p. 5). | 1. PCMS teachers will identify and utilize reading strategies specifically designed to assist with information text comprehension. <br> 2. This will be a focus for Tier 1 and will be a greater focus for Tier 2 interventions (The What, p.11). <br> 3. Additional non-fiction informational books will be purchased for classroom libraries at reading levels that can provide challenge to strong students and access to weaker ones (The What, p. 6). <br><br> **Expanding and Sustaining:** <br> 1. The data team will create standardized protocols for gathering information to determine student literacy competence in content areas (The How, p. 43). <br> 2. Building and district administrators will continue to monitor and support of the RTI process (The How, p. 43). |

**B. Action: Provide Tier I instruction based upon the CCGPS in all grades to all students in all classrooms.**
**Why:** Based on our Needs Assessment, 65.22% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward <br> **Planning and Implementing:** |
|---|---|
| 1. All teachers at PCMS are highly | |

qualified and teach CCGPS.
2. Grade level teams meet on a weekly basis to ensure writing is included in lessons across the curriculum.
3. Grade level teams also collaborate to teach cross-curricular lessons/units in the content areas when possible (The How, p. 44).
4. All teachers assess student progress based on mastery of the CCGPS.

1. Administration will ensure school-wide understanding of assessment data and anticipated mastery levels (The What, p. 12). CRCT Readiness Indicators , provided by the state, will be used to assist in this process. These indicators use the 2014 CRCT scores to predict how students might perform on the new Georgia Milestones Assessment. The CRCT Readiness Indicators provide percentages of students who need additional support in the areas of reading, ELA, and math.
2. Administrators will seek to increase access to technology to expedite the writing process (The Why, p. 87).

**Expanding and Sustaining:**
1. Administrators will engage in professional learning on how to monitor teachers' effective questioning and feedback skills (The How, p. 43)
2. The Literacy Team will ensure that consistent, effective communication is occurring between teachers and administrators (The How, p. 44).

**C. Action: Implement Tier 2 needs-based interventions for targeted students.**
**Why:** Based on our Needs Assessment, only 39.13% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward |
|---|---|
| 1. RTI classes for students in Tier 2 are part of the daily school schedule (The How, p. 12). At a minimum, teachers meet once a week to discuss student progress.<br>2. At the teacher's discretion, students may be moved into or out of a RTI class based on a student's RTI progress monitoring scores and/or overall classroom progress (The What, p. 12).<br>3. Student progress is assessed on a bi-monthly basis. Should a student show continued deficiencies in an area, the progress is monitored weekly and/or the student is moved to Tier 3. | **Planning and Implementing:**<br>1. Administrators schedule additional time and personnel to ensure that sufficient time is provided for interventions to be effective (The What, p. 12).<br><br>**Expanding and Sustaining:**<br>1. Administrators will provide teachers with release time for planning and implementing Tier 2 interventions (The How, p. 45; The What, p. 12).<br>2. The Literacy Team will select RTI materials that are research-based and designed to meet individual student needs (The How, p. 45). |

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**D. Action: In Tier 3, ensure that Student Support Team (SST) and Data Team monitor progress jointly.**
**Why:** Based on our Needs Assessment, only 34.78% of the teachers indicate that our school currently has achieved this goal.

| **Currently in place to be continued:** | **Going Forward** |
|---|---|
| 1. Students who do not show progress in Tier 2 are placed in Tier 3, where they receive more intense interventions. <br> 2. A student support team (SST) comprised of grade-level teachers, district personnel, and administrators develop individualized interventions and monitor the progress of each student in Tier 3 (The What, p. 12). <br> 3. The SST team meets at least once a month to determine the success of interventions or if other interventions need to be applied (The What, p. 12). | **Planning and Implementing:** <br> 1. PCMS will reduce the teacher/pupil ratio for Tier 3 to 1:3 by assigning successful students into larger groups (The What, p. 12). <br> 2. Professional learning in the RTI protocol will be enhanced. <br><br> **Expanding and Sustaining:** <br> 1. The administrators will ensure that the Tier 3 process includes interventions that address behavior (The How, p. 46). |

**E. Action: Implement Tier 4 with specially designed learning through specialized programs, methodologies or instructional strategies based upon students' inability to access the CCGPS in other way.**
**Why:** Based on our Needs Assessment, 58.33% of the teachers indicate that our school currently has achieved this goal.

| **Currently in place to be continued:** | **Going Forward** |
|---|---|
| 1. In those cases where a student exhibits continued deficiencies after Tier 3 interventions, teachers and/or administrators recommend to the school psychologist and special education director for further testing. <br> 2. Resource and/or inclusion classes for students with disabilities are provided to intensify CCGPS instruction. <br> 3. School schedules ensure instruction occurs in the least restrictive environment (The What, p. 12). | **Planning and Implementing:** <br> 1. In order to ensure alignment with CCGPS even in separate environments, special education, ESOL, and gifted teachers participate in all content related professional learning (The How, p. 47; The What, p.13). <br><br> **Expanding and Sustaining:** <br> 1. The SST Team will establish a system of checks and balances to ensure fidelity of implementation and progress of student subgroups at a rate commensurate with typical peers indicative of closing the present gap in performance (The How, p. 47). |

| Building Block 6: Improved Instruction through Professional Learning |
| --- |

**A. Action: Ensure that pre-service education prepares new teachers for all the challenges of the classroom.**
**Why:** Based on our Needs Assessment, 26.09% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward |
| --- | --- |
| 1. New teachers are assigned veteran mentor teachers (The How, p. 48). The mentee/mentor teams meet regularly throughout the school year. <br> 2. New teachers are required to do two observations per nine weeks in their content areas. <br> 3. New teachers meet with district personnel during pre-planning to ensure a clear understanding of system expectations, standards, protocols, and available resources. <br> 4. New teachers are provided on-site professional learning on Standards-Based Classroom practices (The What, p.13). | **Planning and Implementing:** <br> 1. New teachers will receive appropriate training in disciplinary literacy within content areas (The What, p. 13; The How, p. 48). <br><br> **Expanding and Sustaining:** <br> 1. The Literacy Team will continue to monitor and support the integration of literacy instruction across the curriculum, providing professional learning as needed (The How, p. 48). |

**B. Action: Provide professional learning for in-service personnel.**
**Why:** Based on our Needs Assessment, 39.13% of the teachers indicate that our school currently has achieved this goal.

| Currently in place to be continued: | Going Forward |
| --- | --- |
| 1. Teachers currently are provided with blended professional learning—combining online learning with face-to-face support—to provide content and resources to teachers and staff. (The How page 49) <br> 2. Teachers' instruction is monitored through classroom observation/walkthroughs based on TKES and CCGPS (The What, p.13). <br> 3. With student success in mind, administrators ensure that professional learning is available in order to improve teacher instruction based on student and teacher assessments/needs (The Why, p.14). | **Planning and Implementing:** <br> 1. Teachers will receive appropriate training in content area literacy (The What, p. 13). <br><br> **Expanding and Sustaining:** <br> 1. The Literacy team will continue to analyze student data to determine effectiveness of professional learning on student mastery of CCGPS in all subgroups (The How, p. 48). <br> 2. Administrators will provide time for "professional talk" and sharing among staff (The How, p. 49; The What, p. 13). |

**Analysis and Identification of Student and Teacher Data**

Pelham City Middle School (PCMS) has a substantial amount of summative data for its students. However, very little formative or diagnostic data is available; and the universal screening data has not been gathered in a manner that allows for disaggregation.

Pelham City Middle Three Year Trend – CRCT Results – 2012-2014

| | | PCMS CRCT Results by Demographics by Percent | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | All | | | Black | | | White | | | SWD | | |
| | | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| **ELA** | DNM | 7.9 | 8.4 | 6.7 | 9.0 | 9.5 | 7.2 | 7.6 | 6.3 | 5.0 | 29.0 | 26.5 | 22.6 |
| | Meets | 64.3 | 64.3 | 73.1 | 71.3 | 66.0 | 70.4 | 55.2 | 62.7 | 50.0 | 71.0 | 64.7 | 67.7 |
| | Exceeds | 27.8 | 27.3 | 20.2 | 19.8 | 24.5 | 22.4 | 37.2 | 31.0 | 45.0 | 0 | 8.8 | 9.7 |
| **READ** | DNM | 4.0 | 7.3 | 3.8 | 7.7 | 9.4 | 6.6 | 0.7 | 4.7 | 1.7 | 8.6 | 20.5 | 15.6 |
| | Meets | 72.0 | 68.2 | 69.8 | 77.5 | 74.5 | 72.4 | 67.3 | 61.7 | 51.7 | 91.4 | 66.7 | 81.3 |
| | Exceeds | 23.9 | 24.5 | 26.4 | 14.8 | 16.1 | 21.1 | 32.0 | 33.6 | 46.7 | 0 | 12.8 | 3.1 |
| **SCIENCE** | DNM | 31.7 | 38 | 37.4 | 42.4 | 46.4 | 29.9 | 19.0 | 25.4 | 14.8 | 61.5 | 70.5 | 48.7 |
| | Meets | 54.3 | 45.5 | 51.4 | 51.2 | 43.8 | 61.1 | 59.2 | 50.8 | 59.0 | 38.5 | 22.7 | 46.2 |
| | Exceeds | 14.0 | 16.6 | 11.2 | 6.4 | 9.8 | 8.9 | 21.8 | 23.8 | 26.2 | 0 | 6.8 | 5.1 |
| **SOCIAL STUDIES** | DNM | 40.9 | 32.5 | 36.4 | 54.7 | 40.9 | 35.7 | 25.9 | 23.8 | 25.4 | 69.2 | 68.9 | 66.7 |
| | Meets | 47.4 | 47.1 | 45.8 | 40.7 | 47.4 | 51.0 | 57.1 | 45.4 | 46.7 | 23.1 | 22.2 | 28.2 |
| | Exceeds | 11.7 | 20.5 | 17.8 | 4.7 | 11.7 | 13.4 | 17.0 | 30.8 | 27.9 | 7.7 | 8.9 | 5.1 |
| **WRITING** | DNM | 32 | 29 | 33 | 38.5 | 32.7 | 40.0 | 26.0 | 23.4 | 26.7 | 57.1 | 85.7 | 73.3 |
| | Meets | 68 | 71 | 66 | 61.5 | 67.3 | 60.0 | 74.0 | 74.5 | 71.1 | 42.9 | 14.3 | 26.7 |
| | Exceeds | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2.1 | 2.2 | 0 | 0 | 0 |

| 2014 Grade Level CRCT Results | | | |
|---|---|---|---|
| | 6th Grade | 7th Grade | 8th Grade |
| % RDG DNM | 3.8 | 8.0 | 1.9 |
| % RDG Meets | 69.8 | 62.1 | 57.5 |
| % RDG Exceeds | 26.4 | 29.9 | 40.6 |
| | | | |
| % ELA DNM | 6.7 | 8.1 | 2.8 |
| % ELA Meets | 73.1 | 51.2 | 59.4 |
| % ELA Exceeds | 20.2 | 40.7 | 37.7 |

|  | 6th Grade | 7th Grade | 8th Grade |
|---|---|---|---|
| **% SC DNM** | 37.4 | 22.5 | 10.2 |
| **% SC Meets** | 51.4 | 50.6 | 77.8 |
| **% SC Exceeds** | 11.2 | 27.0 | 12.0 |
|  |  |  |  |
| **% SS DNM** | 36.4 | 30.3 | 26.9 |
| **% SS Meets** | 45.8 | 40.4 | 57.4 |
| **% SS Exceeds** | 17.8 | 29.2 | 15.7 |

**Note: Some of the variations in the scores from grade to grade and year to year may be explained in part by the small numbers of students included in this data which are often affected by individual class characteristics.**

Analysis of the disaggregated trend data and the 2014 grade-level data reveals significantly high percentages of students failing to meet or exceed standards in science, social studies, and writing. (One bright spot is the 2014 performance of the eighth grade students in science.) The achievement of the SWD and black subgroups is particularly alarming. Except for students in seventh grade, the percentage of students exceeding standards is low, especially in the areas of science and social studies.

In the Survey of Literacy Instruction for Middle and High School, the majority (71.43%) of teachers indicated that at least 60% of their students came to them reading and writing below grade level from the prior grade. In addition, 62.50% of the teachers indicated that they needed support in teaching students to comprehend text written at grade level. Test data, along with the teacher survey results, confirms the need for a comprehensive literacy program which extends to the content areas, a balanced assessment system, and focused professional learning to address these needs in regular classroom instruction as well as the Response to Intervention process.

EOG Test Readiness Indicators

## PCMS Test Readiness
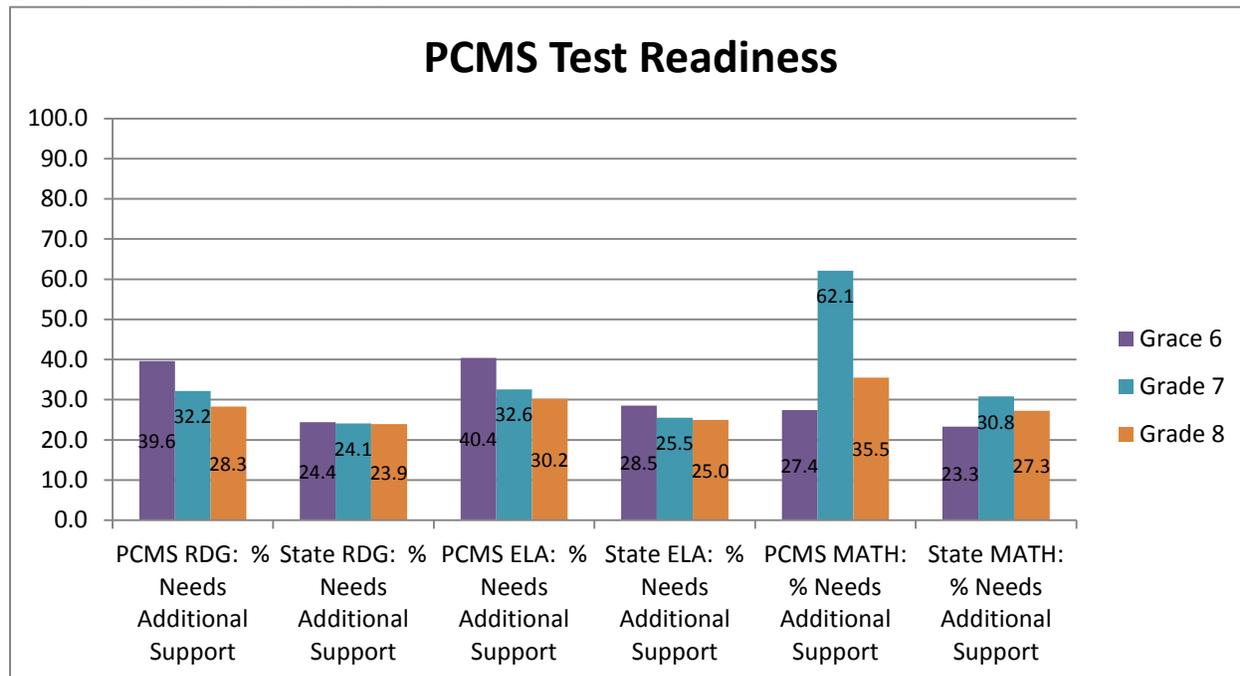


The chart above indicates the percentage of students who are not adequately prepared for the new Georgia Milestones Assessment. PCMS's percentage of students in need of additional support in reading, ELA, and math is above the state average. The fact that more than 28% of students in each grade level need additional support in reading indicates that comprehensive literacy instruction is needed in all content areas to prepare students for more complex content area text. In addition, over 30% of students in each grade level need additional support in ELA.

On the new assessments, all students will encounter extended constructed-response items. Depending on the grade level, these writing tasks will require informative/explanatory or opinion/argumentative. Responses will require comparing/contrasting and citing evidence to support conclusions. Students need explicit writing instruction in order to prepare them for these rigorous writing tasks. Implementation of a consistent, effective literacy plan will assist in preparing students for these more stringent requirements.

**Teacher Retention Data**

Teacher retention rate at Pelham City Middle is excellent with a rate of 97%. During the 2012-2013 school year, three of our faculty members left for higher positions. Thanks to sound fiscal management, Pelham City Middle School was able to replace each of these teachers, as well as add three additional positions. At no time in the recent past has there been a high level of turnover at the school. The system and school cultures are stable and positive.

New teachers are provided with mentors to help them adjust to the profession and the school community.  A healthy combination of veteran and new educators allows for the exchange of new skills and veteran wisdom for betterment of all.

The staff at Pelham City Middle School is highly qualified and has the educational background to support new initiatives and growth.  Fourteen teachers at PCMS hold Master's degrees and six hold Specialist degrees.  The school has one teacher that is part of the TAPP program.  Many staff members are currently working on additional degrees.

Our faculty consists of 22 highly qualified teachers.  At the present time, we have twelve teachers certified to teach gifted classes.  The administration feels that the strategies learned in the gifted endorsement program will positively impact all students.

**Teacher Participation in Professional Learning**

The PCMS faculty recognizes the importance of effective, relevant professional learning and is committed to the improvement of instruction through implementation of best practices and strategies learned during training.  Staff members have participated in ongoing training with our RESA to become better prepared for the Common Core Georgia Performance Standards (CCGPS).  The implementation of the standards requires a thorough and meticulous analysis, revision, and realignment of each element of every standard.  They have also participated in training related to data utilization, differentiation, and co-teaching, just to name a few.  The following professional learning needs have been identified for the 2014-15 school year:

- CCGPS training (continued)
- Formative Instructional Practices (FIP)
- Differentiated instruction (continued)
- Instructional technology
- Teacher Keys Effectiveness System/Leader Keys Effectiveness System
- GLISI
- Data team training (continued)
- Standards-Based Classrooms
- Understanding Poverty (continued)
- Writing
- Testing
- Teacher Induction/Mentor

**Goals and Objectives Based on Available Data**

| Goals | Objectives |
|---|---|
| Professional learning for staff, including administrators, and other stakeholders on development of literacy skills | - Train parents and stakeholders to support student learning and literacy initiatives<br>- Provide training on best practices and |

| | |
|---|---|
| | effective strategies in literacy instruction |
| Development and implementation of a balanced assessment system that informs the RTI process | • Acquire and implement grant-required assessments (SRI)<br>• Use data to inform instruction |
| Implementation of materials, resources, and professional learning for effective literacy instruction across the curriculum with an emphasis on content-area literacy | • Research, purchase, and implement research-based literacy curricula |
| Implementation of a comprehensive, explicit curriculum in writing across all areas of the curriculum | • Develop a comprehensive plan for writing across all areas of the curriculum<br>• Research, purchase and implement a research-based curriculum for writing that is aligned to the demands of CCGPS |

| Goal: Increase the number of students meeting and exceeding across the curriculum (ELA, math and content areas). | | | |
|---|---|---|---|
| **Contributing factors revealed through Needs Assessment** | | | |
| **Objectives** | **Current Efforts** | **Current and SRCL Funding** | **Measurement** |
| **Need for shared literacy vision which is owned by school leadership, staff members, students, parents, and community. (BB 1)** | | | |
| • District leaders, building administrators, and teachers develop a comprehensive literacy plan collaboratively <br> • Solicit more out-of-school support for literacy <br> • Increase direct involvement of district and building administrators in literacy initiatives <br> • Increase awareness for all teachers of their role in literacy instruction. | • Teachers and leaders are developing a Comprehensive Literacy Plan <br> • Parent Coordinator schedules parent meetings to distribute information about literacy and other initiatives | • Title I and General Funds used for correspondence <br> • Title IIA and SRCL funding for release time for work sessions | • Completion of plan <br> • Number of outside agencies that contribute support of some kind <br> • Attendance of district and building administrators at literacy PL |
| **Need for consistent focus on literacy instruction across the curriculum. (BB 2)** | | | |
| • Adopt a systematic plan for teaching academic vocabulary in all subjects (The What, p. 6). | • Teachers in each content area develop their own vocabulary plan | • Title IIA and SRCL funding will be used to provide professional learning in this area of struggle | • A systematic plan for teaching vocabulary is developed and implemented by all content area teachers as evidenced by teacher surveys, observations, and lesson plans |

| | Objectives | Current Efforts | Current and SRCL Funding | Measurement |
|---|---|---|---|---|
| **Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals. (BB 6).** | | | | |
| | • Provide professional learning on literacy instruction within content areas. (The What, pp. 6, 10).<br>  o Incorporation of non-fiction and fiction texts in content-area instruction<br>  o Academic vocabulary instruction<br>  o Use of content-specific text structures<br>  o Use of writing in the content area to strengthen comprehension and improve writing in all genres | • RESA training<br>• Peer observations<br>• Monitoring through TKES observations and walk-throughs | • Title IIA; General Funds<br>• SRCL funds for release time, stipends, and consultants when necessary | • PL sign-in sheets<br>• Lesson plans; observations as evidence of application<br>• Improved EOG scores in SS, science, and writing |
| | • Research and select a comprehensive system of instructional materials and resources that includes professional learning for literacy instruction in all grade levels. (BB 4)<br>• Provide access to content-area texts at multiple levels of text complexity in a variety of formats<br>  o Provide technology needed for accessing texts in a variety of formats<br>  o Provide PL in the effective use of technology in instruction<br>  o Provide infrastructure for accessibility to texts in all formats | • Purchase of Odysseyware (all content areas)<br>• Purchase of Rewards (reading RTI)<br>(Both programs allow access to multiple levels of text) | • Title I and Title VIB currently used to purchase materials and technology<br>• SRCL funds will supplement these funds to expand resources and technology | Periodic teacher surveys to gauge satisfaction with:<br>• literacy program materials<br>• availability of print resources at multiple levels of text complexity<br>• access to technology needed for literacy instruction<br>• integrated use of technology by teachers and students<br>• reliable access to technology |

| Need for systematic response to intervention protocol, resources, implementation, and monitoring. (BB 5) | | | |
|---|---|---|---|
| • Provide effective resources for intervention<br>• Develop improved implementation and monitoring protocols | • Increased time has been added to schedule for RTI<br>• Purchased Odysseyware, Voyager Math, Rewards | • Title I, Title VI B, and General Funds<br>• SRCL funds will supplement these funds to expand resources, technology, and training for intervention providers | • In-program assessments<br>• SRI data<br>• Improved EOCT scores |
| **Need for a comprehensive, balanced assessment system for formative and summative assessments across all grade levels. (BB 3)** | | | |
| • Collaborative development of common formative/summative assessments within content areas(The What, p. 8) to provide actionable data for decision making. | • Development of formative assessments is ongoing<br>• All teachers completing Formative Assessment Practices (FIP) modules | • Title I and Title IIA funds are currently used for professional learning on data analysis/utilization and formative assessment<br>• SRCL funds will supplement current funding | • FIP Reports documenting teacher completion<br>• Standard assessment protocol implemented by all content area teachers as evidenced by teacher surveys and lesson plan |

**Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals. (BB 6).**

| Contributing factors revealed through Needs Assessment | | | |
|---|---|---|---|
| **Objectives** | **Current Effort** | **Going Forward** | **Measurement** |
| **Need for consistent focus on literacy instruction across the curriculum (in all content areas).** | | | |
| Increase collaboration across the curriculum<br><br>• Develop a comprehensive plan for writing across the curriculum, allocating three types of writing<br>• Increase teacher knowledge of how to incorporate writing into all areas of the curriculum | • Increased time for literacy | • Schedule-disciplinary collaborative meetings to support literacy<br>• Provide PL in writing instruction across the curriculum<br>• Develop a comprehensive plan for incorporating writing across the curriculum | • Student work<br>• Development and use of a comprehensive plan for writing across the curriculum<br>• Improved writing score |

| | | | |
|---|---|---|---|
| • Develop and implement a vertically and horizontally articulated writing plan consistent with CCGPS (The How, p. 42; The What, p. 10).<br>  o Provide extended time for literacy instruction<br>  o Make literacy instruction and analysis of student work  a priority in collaborative meetings (The How, p. 29). | • Five-step writing process with teacher feedback<br>• Increased use of constructive response and extended response questions in the content areas | • Embed explicit instruction of writing skills into all content areas<br>• Develop master schedule to include extended time for explicit literacy instruction<br>• All grade level collaborative meeting agendas include literacy instruction as a topic of discussion | • Comprehensive writing plan, developed and shared with all stakeholder,  posted on school website<br>• Writing plan is being implemented by 100% of faculty members as evidenced during walk-throughs and lesson plans<br>• Literacy instruction is a priority in grade-level meetings as evidenced by meeting agendas and minutes<br>• Extended time is provided for literacy instruction as evidenced in master schedule<br>• Improved 8th grade writing test scores |
| • Leverage technology to expedite writing production, publishing, and communication within the content areas (The How, p. 42; The What p. 10). | • Inconsistent use of technology to produce writing | • Expand  accessibility to technology for writing<br>• Promote student engagement through creative of technology<br>• Provide keyboarding instruction | • Increased use of technology by teachers as evidenced by lesson plans and classroom observations<br>• Expansion of technological resources as evidenced by purchased orders and budget sheets |

**PCMS Needs for Instruction in All Tiers**

| Needs Identified in Surveys and Data | Action | Who Responsible | Why |
|---|---|---|---|
| • Expand technology and print resources for literacy instruction and writing<br>• Extend time for interventions<br>• Professional learning | • Equip all classrooms with appropriate literacy materials and technology to support student success and literacy development.<br>• Develop a master schedule which allows for extended time for RTI instruction.<br>• Teachers will receive training in literacy in the content areas.<br>• Engaging non-fiction books will be purchased to increase student engagement with informational text | Team/<br>Administration/<br>Director of Teaching and Learning<br><br><br>" | • Access to technology will expedite the writing process (The Why, p. 87).<br>• Creative use of technology will promote student engagement through leveraging student interest in social media to teach literacy. (The What, p. 11).<br>• Technology makes data gathering and analysis more efficient (The How, p. 39).<br>• Technology improves communicating data in a timely manner (The How, p. 37).<br>• Sufficient time and consistency of interventions is necessary for effectiveness (The What, p. 12).<br>• Teachers should receive appropriate training in literacy within content areas (The What, p. 13). |

**Current instructional schedule including tiered instructional scheduling and interventions:**

| Period | 1st period | 2nd period | 3rd period | 4th period | 5th period | 6th period | Hornet Time |
|---|---|---|---|---|---|---|---|
| Time | **(62 min.)** | **(62 min.)** | **(62 min.)** | **(62 min approx.)** | **(62 min approx.)** | **(63 min.)** | **(30 min.)** |
| **6th 7th 8th Grade** | **Tier 1** <br> R/ELA (6th) <br> Reading (7th) <br> ELA (7th) <br> R/ELA (8th) <br> Math <br> Science <br> Social Studies | **Tier 1 (7th, 8th)** <br> Reading (7th) <br> ELA (7th) <br> R/ELA (8th) <br> Math <br> Science <br> Social Studies <br> Connections (6th) | **Tier 1 (6th, 7th)** <br> R/ELA (6th) <br> Reading (7th) <br> ELA (7th) <br> Math <br> Science <br> Social Studies <br> Connections (8th) | **Tier 1 (7th, 8th)** <br> Reading (7th) <br> ELA (7th) <br> R/ELA (8th) <br> Math <br> Science <br> Social Studies <br> Connections (6th) | **Tier 1 (6th, 7th)** <br> R/ELA (6th) <br> Reading (7th) <br> ELA (7th) <br> Math <br> Science <br> Social Studies <br> Connections (8th) | **Tier 1 (6th, 8th)** <br> R/ELA (6th) <br> R/ELA (8th) <br> Math <br> Science <br> Social Studies <br> Connections (7th) | |
| **6th 7th 8th Grade** | | | | | | | **Tier 2** <br> Reading, (minimum of 2 times per week) <br> Math (minimum of 2 times per week) |
| **6th 7th 8th Grade** | | | | | | | **Tier 3** <br> Reading, Math (minimum of 3 times per week) <br> *Students not scheduled into RTI receive content area remediation or enrichment |
| **6th 7th 8th Grade** | **Tier 4 (Co-teach)** <br> 6th R/ELA <br> 7th Math <br> 8th R/ELA, Science | **Tier 4 (Co-teach)** <br> 7th Science <br> 8th R/ELA, Math <br><br> **Tier 4 (Resource)** <br> 6th | **Tier 4 (Co-teach)** <br> 6th Math <br> 7th Reading, ELA <br><br> **Tier 4 (Resource)** <br> 8th | **Tier 4 (Co-teach)** <br> 7th Math <br> 8th Math | **Tier 4 (Co-teach)** <br> 6th Science <br> 7th Science, Reading | **Tier 4 (Co-teach)** <br> 6th Social Studies <br> 8th Science | |

**\*All students receive a minimum of 15 minutes of embedded literacy instruction in both science and social studies**
**\*7th grade has separate reading and ELA classes; 6th and 8th grades have combined reading/ELA classes**

**Assessment/Data Analysis Plan**

At PCMS, administrators and teachers know that assessment is essential for the improvement of student achievement.  Teachers are expected by administration to adjust instruction according to student assessment data.  Because this process has been inconsistent at the classroom level, on-going professional learning in data utilization, begun in the spring of 2014, has resulted in improvement. Currently, a variety of assessments are used by teachers to measure student progress as students work to meet personal goals, classroom objectives, and state standards.

Universal screeners are used along with other formative and summative assessments and progress monitoring.  The primary use of assessment data is to help teachers to identify students with academic deficits as well as those who demonstrate significant strengths.  Though some teachers adjust teaching content and strategies according to data analysis, it is often inconsistent.  There is a need for continued professional learning in the area of assessment as well as a need for a clear, concise protocol for the use of student assessment at PCMS.  In order to assess student achievement, teachers and administrators analyze student data through an on-going review of students' historical data using the State Longitudinal Data System (SLDS).  Teachers consistently report student progress to inform students, parents, and administrators.

## A.  Current Assessment Protocol

| Assessment | Purpose | Grades | Skills Measured | Test Frequency |
|---|---|---|---|---|
| Unit Benchmark Assessments | Progress Monitoring | 6-8 | CCGPS | Upon completion of each unit; Times vary |
| Formative Assessments (teacher made) | Progress Monitoring | 6-8 | CCGPS | August-May; Times vary |
| Reading and Math Universal Screeners | Identify students in need of intervention | 6-8 | Comprehension; Math Computation | August, January, May |
| Summative Assessments (CRCT/EOG) | Assess student proficiency on grade level standards | 6-8 | CCGPS | August-May in class Times vary |

**Steps taken, currently, to ensure that students are assessed and teachers are well-trained in assessments and how to use data**

| Student Assessment | Teacher Training | Use of Data |
|---|---|---|
| Summative | Data Training – Dr. Tom Whitten | Determine mastery of standards |
| Rubrics for Standards-Based Classroom | Redelivery by administrators and teacher leaders to all academic faculty | Improve instruction practices |
| Student Portfolios | Standards-Based Classroom training and re-delivery | Assess student work |
| Self- Assessments | Data Training – Dr. Tom Whitten | Students will determine if they are meeting CCGPS learning targets set by teachers during standards deconstruction and unit planning |
| Performance Task | Standards-Based Classroom training and re-delivery | Assess CCGPS mastery |
| Recalling Facts and Comprehension Screener | Training provided by Pelham City Schools Director of Teaching and Learning | To assess reading comprehension and identify students for Response to Intervention |

During post-planning and again during pre-planning the following year, teachers at PCMS analyze content/domain student data from the previous school year's CRCT. Grade-level teams meet to discuss student and grade-level performance and to conference with students to set CRCT goals in each content area.

PCMS teachers use universal screeners in math and reading to assess all students and to identify the lowest (10%-15%) performers for RTI placement. The protocol calls for progress monitoring data to be studied consistently and frequently by grade teams. Of course, students are frequently assessed in most of their classes to evaluate their progress on content taught throughout the school year. Teachers are expected to use both formative and summative assessment data to guide instruction by tracking patterns of weaknesses and strengths.

**B. Comparison of the Current Assessment Protocol with the SRCL Assessment Plan**

| Current Protocol | SRCL Protocol |
|---|---|
| A.  The current universal screener, the Jamestown reading assessment, is not a under-identifies problems, according to teachers. | A.  The Scholastic Reading Inventory (SRI) will replace Jamestown and will be used with a complementary system of progress monitoring probes and common assessments. |
| B.  The needs- assessment survey indicated that 40% of teachers felt only little to some confidence in their ability to using formative assessment data to inform instruction. | B.  A full range of formative and summative assessments will be administered. Professional learning on data analysis and utilization will continue. |
| C.  The survey indicated that 37.50% of teachers have difficulty obtaining data in a timely manner.  Problems revealed are inconsistently used in direct placement for instruction or interventions. | C.  Online SRI assessment will provide data in a timely fashion. A protocol will be developed for the effective use of follow-up diagnostic assessments. |
| D.  Teachers discuss student achievement and assessment in grade-level/content-area meetings. These discussions are often general as there are few alternatives in place to address the problems that are revealed. | D.  Teacher team meetings will be used to review and analyze assessment results to guide additions and adjustments to programmatic offerings. |
| E.  All staff members have access to data through SLDS to identify the instructional needs of RTI, Gifted, and Special Education students.  However, there is currently no protocol for identifying instructional needs of regular education students.  Identifying the instructional needs of each student is left to each teacher's discretion. | E.  All appropriate staff members will continue to have access to data and will follow an established protocol for making decisions to identify the instructional needs of all students. |

**C.  How New Assessments Will Be Implemented Into the Current Assessment Schedule**

New assessments will be implemented into the current assessment schedule according to the plan created by the PCMS Literacy Team (see below).  The new SRI assessment will be used to replace the current universal screener for comprehension, administered three times a year.

**D.  Discontinuing Current Assessments**

The current universal screener assessment, *JamesTown Reader*, will be discontinued and replaced with the Scholastic Reading Inventory.

**E.  Professional Learning Needed To Implement New Assessments**

- Effective use of summative and formative assessments to inform instruction
- Use of the Statewide Longitudinal Data System (SLDS)
- Development of formative assessments throughout a learning unit/coverage of a particular standard/set of standards
- Assessments for differentiation in the classroom for all levels of students

**F.  How Data Is Presented to Parents and Stakeholders**

**Currently:**
- Mid-term progress reports and report cards are sent home to parents
- Parents have access to their child's grading information through the Infinite Campus Parent Portal and at parent conferences

**Going forward:**
- Parents will be provided information through campus parent portal on how to interpret the information they are given on the summative

**G.  How Data will be used to Develop Instructional Strategies and Determine Materials and Need**

The PCMS Literacy Team as well as administrators and all teachers currently use data from CRCT results, benchmark assessments, and nine weeks exams to determine strategies for instruction and materials needed.   Going forward, teachers will use data from formative and summative assessments to determine the best instruction and teaching practices to use in their classrooms. Universal screening data will be

immediately accessible since it will be online and may be utilized to plan instruction and determine resources needed for RTI interventions.

**H. Plan Detailing Who Will Perform the Assessments and How It will be Accomplished**

- The PCMS Literacy Team, with the lead teachers from science, social studies, and math, will develop an assessment calendar which will include all tests.
- Universal screeners will be given three times a year.
- The PCMS Literacy team will schedule assessment windows for writing assessments, benchmark assessments, unit assessments and final exams (to be included on the assessment calendar).
- Grade-level teams will collaborate to schedule classroom content assessments.
- Using stipends during the summer, content teachers will collaborate to construct formative benchmark assessments using Study Island, OAS, and USA Testprep.
- Teachers will administer tests and input grades within the window for testing.
- Teachers will return data and feedback to students within seven days of giving the test.

# Pelham City Middle School: Resources, Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan

**Resources, Strategies and Materials (Existing and Proposed) Including Technology to Support the Literacy Plan**

Pelham City Schools will use funding from the SRCL grant to support and enhance the strategies and resources outlined below. All strategies and resources directly align with the Needs Assessment, Concerns and Root Cause Analysis. They also directly impact literacy, access to print, instructional engagement, and teacher support.

**Resources and Activities Needed to Implement Literacy Plan (including student engagement)**

*\*NOTE: Activities to Support Literacy Plan (Activities in Italics)*

| |
|---|
| **Need for shared literacy vision which is owned by school leadership, staff members, students, parents, and community.** |
| • Family involvement activities<br>• *Enlist the aid of PTO to approach local organizations and businesses to collaborate with the school in efforts to promote literacy* |
| **Need for consistent focus on literacy instruction across the curriculum (in all content areas).** |
| • Digital and print content-area texts on various levels aligned to units of study<br>• Texts on various levels (specific focus on student interests and cultural diversity) for classrooms and media center (The Why, p. 60)<br>• Interactive boards for unequipped classrooms (The Why, p. 57)<br>• Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, etc.<br>• *Schedule extended time for implementing literacy instruction in all content areas*<br>• *Implementation of comprehensive literacy plan focusing on literacy in all content areas*<br>• *Identify books in media center by Lexile level* |
| **Need for a comprehensive, balanced assessment system across all grade levels.** |
| • Wireless devices- tablets, laptops, desktop computers<br>• *Development of a comprehensive balanced assessment system*<br>    o Scholastic Reading Inventory<br>    o *Development and effective utilization of formative/summative assessments (The Why, p. 69)*<br>    o *Identify and purchase research-based diagnostic literacy tools* |
| **Need for systematic research-based materials, resources, and professional learning for literacy instruction in all grade levels.** |
| • Research-based materials for explicit instruction in reading and writing across the curriculum<br>• Wireless devices- tablets, laptops, eReaders for texts at appropriate Lexile levels<br>    o Installation, updating, and maintenance of classroom computers/interactive software |

- Classroom computers
  - Networkable printers

**Need for systematic response to intervention protocol, resources, implementation, and monitoring**

- RTI interventions (strategies and materials both print and digital)
- Wireless devices- tablets, laptops, eReaders
- Universal screening materials and professional learning
- Research-based diagnostic literacy tools (where available)
- Research-based intervention materials and/or software with necessary professional learning
- *Develop an improved protocol for Response to Intervention*
- *Maximize  use SPED inclusion services in all content areas*
- *Schedule dedicated time for intervention*

**Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.**

- Professional learning – consultant fees, when necessary; travel expenses, stipends, release time (subs); and materials for literacy instruction in the content areas and in writing
  - Travel expenses for conferences
- *Develop a protocol for effective use of data for planning instruction, implementing interventions, and monitoring student progress*
- *Provide professional learning for teachers and administrators on:*
  - *direct, explicit instructional strategies to build vocabulary, comprehension, and writing skills across the curriculum (including ELA, content areas, and math)*
  - *use of technology for instruction*
  - *use of Lexiles to guide instruction for students not meeting state requirements*
  - *strategies for student engagement and motivation*
  - differentiation and small group instruction (strategies and classroom management)
  - *use of intervention programs*
  - *the administration and use of SRI to guide placement and instruction in intervention and acceleration*

**Activities and Resources that Support Literacy Intervention Programs**

**Available Shared Resources**
- 6th Grade lab (27 computers)
- 7th Grade lab (17 computers)
- 8th Grade lab (30 computers)
- School lab (28 computers) (lab used three periods of the day for Business and Computer Science classes)

- iPad cart with 30 iPads
- 8 Carts with 192 minis
- Media center with print and digital materials

**General List of Library Resources**
- 8 Computer stations
- Newspapers
- Reference materials
- Variety of texts at different grade levels
- Audiovisual materials (CD's and DVD's)

**Activities that Support Classroom Practices**
- Differentiated instructional activities (i.e., cooperative learning groups, K-W-L, use of multiple texts, Think-Pair-Share, graphic organizers)
- Performance-based instructional activities (i.e., collection and graphing of data, science experiments, PowerPoint creations, oral presentations)
- Technology-enhanced instructional lessons in all classrooms
- Large/small group instruction
- Working on the Work (Schlechty Center research-based strategies)
- Content area common assessments
- Pacing guides
- Extended time for literacy instruction
- Thinking Maps utilized in most content area classrooms
- Increased availability of multi levels of informational texts related to content

**General List of Current Classroom Resources for Each Classroom**
- Document projectors (ELMOs) in most classrooms
- Two interactive whiteboards used in sixth grade
- 1-2 Computers in most classrooms
- 2 Mini-laptop carts per grade level (total of eight carts with 192 minis available school-wide)
- 1 Tablet cart with 30 iPads shared throughout the school
- 1 3D projector

**Alignment Plan for SRCL**
Pelham City Middle School will participate in effective literacy strategies to improve student achievement. Curriculum will be aligned to the Common Core Performance Standards. The most essential part of success for teachers and staff will be on-going professional learning. The faculty and

staff at Pelham City Middle School will pursue implementation of a successful literacy program across all areas of the curriculum. Throughout this process, we will review student test scores, needs assessments, and writing scores to ensure that funds are utilized appropriately to address areas of greatest need in literacy instruction.

| Resources, Strategies, and Materials | SRCL Grant will provide … | Funding Sources |
|---|---|---|
| Professional Learning | Literacy specific – consultant fees, reimbursement for substitutes, travel expenses, stipends, training materials | The following funding sources will be utilized in addition to grant funding:<br><br>Title I<br>Title IIA<br>Title VIB<br>General Funds<br>E-Rate |
| Instructional Technology | Computers, tablets, interactive whiteboard, document cameras, projectors, costs of technology programs | |
| Instructional Literacy Materials | Programs that assist teachers in integrating literacy into content area; e.g., semantics, the use of text structure and writing); materials for decoding, word identification and fluency for RTI, (and professional learning, as needed) for remediation and acceleration; variety of additional texts for classroom libraries and supplies. | |
| Literacy Assessments | SRI and appropriate diagnostic literacy assessments | |
| Family Engagement | Materials/resources for parent education/home use and parent information meetings | |
| Consumable Materials | Notebooks, dividers, paper, toner, markers, poster boards, tabs, etc. | |

**Demonstration of How Any Technology Purchases Support RTI, Student Engagement, Instructional Practices, Writing, Etc.**

Research supports the use of technology to effectively facilitate the collection, management, and analysis of data used in the RTI process and all instructional programs. Technology allows for efficient and immediate access to data in order to inform instruction (The How, p. 43). Funding supplemented by the SRCL grant will provide us the opportunity to update technological resources to allow for more individualized instructional support and progress monitoring and more efficient data reporting.

Students are more motivated when technology is utilized in the classrooms. (The Why, p. 55) Consistent and pervasive use of technology across all content areas engages students in the learning process and promotes self-assessment of achievement. Students have opportunities to write, speak, and listen using social media. Teachers are able to incorporate technology into literacy instruction through the use of eReaders and blogs which enhances student motivation and engagement. (The Why, p. 60)

Technology is vital for enhancing the learning experience; consequently, professional learning is crucial for effective integration. Teachers well-trained in the art of integrating technology into classroom instruction are essential in the implementation of a comprehensive literacy plan and ultimately in the production of students who exceed basic proficiency in literacy skills. (The Why, p. 69)

## Professional Learning Strategies Identified on the Basis of Documented Needs

"For every $500 directed toward various school-improvement initiatives, those funds directed toward professional development resulted in the greatest student gains on standardized achievement tests" (The Why, 141).

The chart below indicates the percentage of current staff who participated in professional learning opportunities last year. Though PCMS staff members have participated in a variety of workshops, seminars, and online offerings, we have not seen the kinds of gains in literacy that we need for our students. However, we believe that by increasing our focus on literacy and actively involved leadership, that we can reverse that pattern.

| Topic/Focus/Purpose | Length/Delivery Model | Faculty Participation |
|---|---|---|
| Implementing ELA CCGPS | 5 hrs., release, RESA | 2/3 ELA |
| Language of Math-Numbers & Operations 6-8 | 18 hrs., release, GLRS | 3/3 Math, 3/5 SPED |
| Literacy Design Collaborative & Common Core | 10 hrs., release, RESA (attended 2 of 4 days) | 3/3 Social Studies, 3/3 Science |
| SRCL Grant Sessions | 10.5 hrs., release, RESA/PCS in-house | 2/3 Reading, 1/3 ELA, 1/3 Social Studies; 1/2 Adm. |
| High School Redesign Initiative | 32 hrs., release, PAGE | 3/25 Total; 1/2 Adm. |
| Written Conversations (Writing Across the Curriculum) | 1 hr., release, PCS in-house | 4/15 Content, 1/5 SPED; 1/1 Counselor; 1/2 Adm. |
| What Every Educator Must Know About ADD, ADHD, & Executive Function Deficits | 5 hrs., release, RESA | 5/5 SPED |
| Gifted Endorsement | 50 hrs. per course, online | 6/15 Content |
| Ordinary Miracles Poverty Training | 15 hrs., after school, in-service, PCS in-house | 30 Certified, 5 Classified |
| Stock Market Game | 6 hrs., release time, RESA | 3/3 Social Studies |
| PAGE Designing Engaging Work Retreat | 12 hrs., release, PAGE | 2/15 Content, 1/5 SPED; 1/2 Adm. |
| Data Training | 15 hrs., after school, post-planning, Dr. Tom Whitten | 7/15 Content, 1/5 SPED; 1/1 Counselor; 2/2 Adm. |
| Science Conference | 10 hrs., summer, RESA | 1/3 Science |
| ELA Summer Academy | 14 hrs., summer | 2/3 ELA, 1/5 SPED |
| Agriculture/CTAE Trainings | Various lengths, release, summer | 2/2 Connections |

**Ongoing Professional Learning**

- TKES (Teacher Keys Effectiveness System)
- Gifted Endorsement
- Formative Instructional Practices (FIP)
- Use of Statewide Longitudinal Data System resources
- GLISI
- Data Team Training
- Standards-Based Classrooms
- Understanding Poverty
- New Teacher Mentoring
- Step Up to Writing – Writing Intervention
- Rewards – Reading Intervention
- Writers' Workshop
- Strategies for Successful Co-teaching
- Differentiated Instruction to Engage All Learners


**Programmatic Professional Learning Needs Identified in Needs Assessment**

- Differentiated Instruction:  activities/strategies/management
- Implementation of CCGPS
- Data disaggregation /utilization
- Direct/explicit reading strategies to help struggling readers
- Direct/explicit strategies for language/grammar instruction
- How to assist students in reading complex texts in all content areas
- Explicit vocabulary instruction
- Effective writing strategies
- Using technology to enhance instruction and promote engagement
- Literacy instruction across the curriculum
- Using Lexiles
- Response to Intervention
- Participation in statewide professional literacy-based learning webinars/online courses/conferences
- Strategies to support EL/SWD subgroups


**Process Used to Determine Effectiveness of Professional Learning**

Traditional measures such as those listed below have been and will continue to be used to determine the effectiveness and adequacy of professional development. However, in order to make this effort more effective than those in the past, administrators will add a new dimension to our professional learning to aid in closing the professional learning loop. For each training or workshop focused on the implementation of a specific set of lessons, strategies, or materials, a checklist or rubric will be developed by administrators and shared with the teachers as part of the training. Everyone will know what parts of the professional learning they will be responsible for implementing within a certain

timeframe. Then using walkthroughs and/or formal observations, administrators will encourage teachers to experiment and work through the new learning.

In addition, results will be assessed through:

- Analysis of student achievement data-benchmark data/summative data for EOG and 8th grade Writing Assessment
- Formative assessments to measure student achievement
- Professional learning meetings/documentation
- Written feedback and summaries of walk-throughs/observations
- Evaluation of professional learning through teacher surveys
- Presentation by teachers of successful strategies at collaborative meetings
- Administrative review of lesson plans
- Analyzing student work collaboratively

Based on PCMS's goals and objectives as developed from the needs assessments and student data, administrators, teachers and paraprofessionals need the following professional development:

- Integrating literacy across all disciplines
    - The use of content-specific literacy strategies and teaching academic vocabulary to improve comprehension of academic texts
    - Teaching writing aligned to CCGPS in all areas of the curriculum
    - Creating and implementing a consistent, school-wide writing plan
- Administering/interpreting results of assessments in terms of literacy
- Using assessment data to inform instruction
- Developing formative assessments
- Effective use of technology in all classrooms to enhance literacy (keyboarding, word processing, research, etc.)

Due to funding shortages and enormous pressures on teachers' time, PCMS is proposing that professional learning SCRL funds be directed toward providing teachers with sufficient increments of release time for the following:

- Grade-group teams will participate in online coursework (beginning with the modules provided at comprehensivereadingsolutions.org.) during release time one or two times per month.
- Grade-group coursework will be spaced throughout the year to allow teachers time to digest and experiment with what they are learning
- Meetings will be on-site to reduce time away from classrooms and to provide an opportunity for:
    - Contextual discussion and planning
    - Administrator participation when possible
- Development of implementation checklist or rubrics for each module, as appropriate, to guide instruction and observations

- Ongoing site-based training will provide administrators with knowledge of what teachers are learning and to demonstrate to teachers their commitment to literacy instruction

The table below outlines the professional learning plan with related goals and objectives from the literacy and project plan. The plan compiles a list of professional learning that administrators, teachers, and parents will participate in as we implement the SRCL grant.  The needs assessment was analyzed to determine which type of professional learning is most needed. The goal is to ensure successful implementation and to promote strong literacy instruction in our school.  This plan includes references with building blocks that correlate to the literacy plan presented in a previous section of this grant. The indicated methods of effectiveness will be consistently used to determine if professional learning is effective.

| Goal:  Increase the number of students meeting and exceeding across the curriculum (ELA, math and content areas.) | | | |
|---|---|---|---|
| Objectives in Professional Learning | Timeline | Literacy Plan Reference | Measure of Effectiveness |
| Teachers and paraprofessionals will develop/sustain intentional strategies for student engagement/motivation (The What, p. 11) | Winter, 2015 Ongoing | Building Block 4 – C | • PLC documentation and minutes |
| Implementation of direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills across content areas (The How, p. 40; The What, p. 10) | Fall, 2015 Ongoing | Building Block 4 – A | • Implementation checklist/rubrics for each module • CCGPS units • Walk-through observations |
| Effective use of assessment data to guide literacy instruction | Spring, 2014 Ongoing | Building Block 3 - B | • Assessment Data • Samples of Students' |
| Implementation of best practices in disciplinary literacy within content areas (The What, p. 13) | Fall, 2015 Ongoing | Building Block 6 - B | Constructed and Extended Response Questions |

| Goal: Increase the number of students meeting and exceeding standards in written expression. | | | |
|---|---|---|---|
| **Objectives in Professional Learning** | **Timeline** | **Literacy Plan Reference** | **Measure of Effectiveness** |
| Implementation of best practices for writing instruction across all content areas (The What, p. 10) | Winter, 2015 Ongoing | Building Block 4 – B | • PLC documentation and minutes<br>• CCGPS units<br>• Implementation checklist/rubrics for each module<br>• Walk-through observations<br>• Assessment Data<br>• Student Portfolios of Writing Samples |
| Implementation of "Writing" modules on Comprehensive Reading Solutions website | Winter, 2015 Ongoing | | |
| Implementation of best practices in writing instruction in all content areas | Winter, 2015 Ongoing | | |
| Integration and use of technology to support literacy instruction and assessments | Fall, 2015 Ongoing | Building Block 4 – C | |

Pelham City Middle School is committed to ensuring the success of the grant beyond the funding cycle to sustain programs and best practices outlined in the PCMS Literacy Plan.   Funding will be secured from all available sources including local, state, and federal funds, as well as from the local business community, whenever possible.

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| **Sustainability** | Develop a protocol to ensure that the following occurs each year: <br>• Review the PCMSS Literacy Plan with all staff <br>• Assign experienced teachers to provide training/mentoring assistance to new staff across all content areas <br>• Administrators and instructional-support specialists continue participation in PL with teachers to ensure implementation of initiatives with fidelity <br>• Provide Board of Education members ongoing information about the need for and progress of literacy initiatives <br>• Identify and encourage emerging teacher leaders and administrators to provide continuity and institutional memory of lessons learned |
| **Expanding and Extending Lessons Learned** | Design protocols to ensure that the following occur each year: <br>• Make scheduled district- and school-level Literacy Plan meetings a permanent part of the school calendar <br>    o to review curriculum, best practices, and assessment data <br>    o amend Literacy Plan in response to data <br>• Schedule extended planning times once each quarter to allowing for collaborative planning <br>• Encourage sharing successful literacy practices, resulting in more effective instruction and academic gains for students <br>• Record exemplar lessons for an online professional learning library <br>• Encourage teachers to stay abreast of latest research/strategies <br>• Provide families access to resources (The How, p. 39) |
| **Extending the Assessment Protocol** | Create a protocol to ensure the following in successive years: <br>• Budget local, state, and federal funds for assessment costs after life of the grant <br>    o Purchase one-time site license for assessments <br>• Monitor/adjust assessment protocols required for RTI <br>• Establish an Assessment Training Team to share/ensure assessment protocols with all new staff <br>• Collaborate with SWRESA to provide support/training in literacy in successive years |
| **Professional Learning** | Establish a protocol to ensure the following: <br>• Assign mentors to new staff members <br>• Utilize Comprehensive Reading Solutions website for ongoing professional learning <br>• Utilize resources in SLDS/TRL Links <br>• Develop library of professional books, journals, and online sources <br>• Develop resource pack of professional learning materials for new teachers |

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| | • Collaborate with/participate in SWRESA trainings<br>• Participate in technology professional learning opportunities through SWRESA, vendor offerings and online<br>• Utilize district personnel and teacher leaders to provide in-house redelivery of professional learning |
| **Developing Community Partnerships/ Other Funding Sources** | • Leverage social media and technology most used by parents and students to accomplish the following:<br>    • Strengthen communication between schools, parents, and afterschool providers through the use of texting, Twitter and other technology options<br>    • Continue involvement of stakeholders in informational meetings<br>• Continue to expand Partners in Education (PIE) membership, a partnership between businesses or civic organizations and school<br>• Utilize parent volunteers within schools to provide assistance in classroom and materials/funding, if appropriate<br>    • Enlist parents to assist with fundraisers for literacy initiatives |
| **Replacing Print Materials** | • Select programs that use non-consumable materials<br>• Utilize technology to reduce the numbers and expense of print materials<br>• For those materials that do use print:<br>    • Annually inventory condition/out-of-date print materials needing replacement<br>    • Utilize local, state, and federal money to replace resources when needed |
| **Sustaining Technology** | • Coordinate purchases of hardware/software to prevent duplication<br>• Arrange for regular maintenance of equipment to extend life of hardware,<br>• Leverage E-Rate funding to replace hardware when needed<br>• Renew software and site technology licenses, if deemed effective, using local/federal funding<br>• Budget annual renewal fees from federal and local funds after the life of the grant |
| **Family/Parental Involvement** | • Coordinate with Title I Parent Involvement Coordinator and District Parent Mentor to provide ongoing Literacy training |

**Budget Summary**

Pelham City Middle School will utilize SRCL funds for technology, professional development, parent engagement, and instructional resources to support classroom literacy instruction and RTI.  Grant funding for literacy, based on the needs assessments and student data, are outlined below along with projected costs.

| Area of Funding Expenditure | Projected Costs |
|---|---|
| **Technology - Hardware** | 22% |
| Year 1:<br>• Tablets @ $500* each, for:<br>   o research<br>   o skills practice<br>   o creation of videos to demonstrate learning<br>   o increased student engagement through increased opportunities for:<br>      ▪ self-directed learning<br>      ▪ project based and cooperative learning<br><br>Year 1:<br>• Laptops @ $300* each, for:<br>   o improved efficiency of grading and timely responses to student work<br>   o expediting the writing process<br>      ▪ improve/learn keyboarding<br>      ▪ fluid organization/reorganization of extended writing<br>      ▪ spell-check and grammar assistance<br>   o research<br>   o interacting through social media<br>   o individual pacing of online remedial learning<br><br>Year 1:<br>• Interactive Whiteboards and projectors @ $3,400* each, for:<br>   o Increased opportunity for student participation in the writing and revision process<br>   o sharing student work<br>   o viewing exemplars in writing<br>   o increased student engagement through:<br>   o independent work by students during small group times<br>   o innovative teaching through online videos and lessons<br>   o enhanced capacity for demonstrations of complex topics | $40,000 |

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| Year 1:<br>• Document Cameras @ $800* each, for:<br> o displaying books for read-alouds<br> o viewing student work<br> o providing a written version of what is being discussed<br>**\* based on estimates of current prices; every effort will be made to keep costs down** | |
| **Updates/Text Resources** | 28% |
| Year 1:<br> o Installation<br>Years 2-5:<br> o maintenance & updating equipment/interactive software | $20,000 |
| Years 1-5<br> o Digital texts and print texts on various levels of complexity | $30,000 |
| **Professional Learning** | 16.5% |
| Years 1-5 with the majority in years 1-3<br><br>Professional Learning (to include consultant fees, stipends, substitutes, travel expenses, materials)<br><br>Professional learning needs:<br>• Literacy instruction across the curriculum (particularly in the content areas)<br>• Effective writing strategies<br>• Ensuring fidelity of administration for screening and progress monitoring tools<br>• Creation of effective progress monitoring assessments for classroom use<br>• Disaggregation and utilization of data<br>• Differentiated instruction<br>• Direct and explicit strategies for reading, language/grammar, vocabulary<br>• Use and integration of technology to enhance instruction<br>• Understanding and use of Lexiles and text complexity<br>• Strategies to support EL and SWD subgroups<br>• Response to Intervention | $30,000 |
| **Parent Engagement** | 5.5% |
| Home literacy materials | $5,000 |
| Family involvement opportunities | $5,000 |
| **RTI/Classroom Instructional Resources** | 28% |
| Years 1-5<br>Expand classroom libraries and available texts in | $10,000 |

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| media center | |
| Years 1-2<br>Lexile identification of books in media center | $1,000 |
| Years 1-5<br>Classroom consumables | $10,000 |
| Years 1-2<br>Research-based intervention materials and instructional materials for literacy instruction across the curriculum | $10,000 |
| Years 1-5<br>Universal screening/assessment and diagnostic literacy tools | $20,000 |
| TOTAL (based on SRCL Cohort 3 middle-school per student allocations) | $181,000 |

The goal is that SRCL funding will serve to increase student achievement in science, social studies, and writing so that graduates of the Pelham City School system are equipped to become productive citizens of the community.

In order to do that, the PCMS Literacy Plan has identified the following as needs:

- A shared literacy vision which is owned by school leadership, staff members, students, parents, and community
- A consistent literacy instruction focus across the curriculum
- A comprehensive, balanced assessment system across all grade levels
- Systematic research-based materials, resources, and professional learning for literacy instruction in all grade levels that are aligned with CCGPS
- A systematic response to intervention directed by a clearly outlined protocol, supported by effective resources and implementation, and ensured by consistent monitoring
- Professional learning for literacy instruction including all system and building administrators, teachers, and paraprofessionals