| Year One | pelham elementary | pelham city schools | | | |
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| Objective,  Strategy or activity | Assessments, resources and Materials | tIMElINE | Method(s) of  Evaluation | funding Source(S) | Person(s)  Responsible |
| Schools will use prescribed assessments as detailed in grant instructions and applications. | Continue use of GKIDS (K)  Continue use of RI (HMH) (3-5)  Continue use of DIBELS Next data management (Voyager) ((K-5)  Administer GKIDS, DIBELS Next, and RI three times a year: August, January, May | August 2018  January 2019  May 2019 | Universal screener results  Grade level data/RTI meetings | RI (SRCL grant-multi year subscription through 2021)  DIBELS Next (L4GA start up funds)  GKIDS (no fee) | Director of Teaching and Learning, K. NeSmith  District Literacy Coordinator, L. Albert  School Leadership Team |
| Teachers will use GKIDS for Kindergarten, DIBELS Next for grades K-3, and RI for grades 3-5 to universally screen students to assess reading progress. |
| Establish a SWAT team to administer all screening assessments mandated by the grant. | Recruit personnel to serve on SWAT team  Assessment Training (in-house) | August 2018  January 2019  May 2019 | Universal screener results  Grade level data/RTI meetings | Contract services for members of SWAT team not currently employed by PES (L4GA year 1) | Director of Teaching and Learning, K. NeSmith  District Literacy Coordinator, L. Albert  School Leadership Team |
| ELA teachers in grades 3-5 will utilize GCA writing assesslets three times during the year to monitor progress in writing and implement needed interventions based upon data. | Administer writing assesslets (GCA) three times during the year to include the following genres: narrative, opinion, informative | September 2018  November 2018  February 2019 | Assesslet reports  Grade level data meetings  EOG writing scores  ELA lesson plans | GCA Assesslets 3-5 (L4GA year 1) | Director of Teaching and Learning, K. NeSmith  3-5 ELA Teachers |
| Improve Response to Intervention and classroom instruction by increasing and expanding oral language, written language, vocabulary, expressive language, listening comprehension, and reading skills through a variety of software and/or teacher-directed programs utilized for differentiated instruction. | USA Test Prep (3-5)  I Station (K-5)  Odysseyware (K-5)  Brain Pop (K-5)  IXL (K-5)  TumbleBooks Library (K-5)  Keyboarding Without Tears (K-5)  Focused Reading Intervention/Other (TBD) | July 2018-June 2019 | Program reports  Lesson plans  Classroom observations  Benchmark results  EOG results | USA Test Prep (Title I)  I Station (Title I)  Odysseyware (Other)  Brain Pop (Title V)  IXL (T-V or L4GA)  TumbleBooks Library (L4GA year 1)  Keyboarding Without Tears (Title V)  Focused Reading Intervention/Other (L4GA year 1) | Director of Teaching and Learning, K. NeSmith  PES Administrative Team  School Leadership Team |
| Equip classrooms with interactive boards to use interactive print resources in support of literacy standards. | Purchase 3 interactive boards from TBD | July 2018 | Use of interactive boards:  Classroom observations  Lesson plans | Interactive boards (L4GA year 1) | Director of Teaching and Learning, K. NeSmith  PES Administrative Team  Technology Director, C. Maison  I. T. Technician, S. Fackler |
| Expand classroom libraries and literacy instructional resources in order to provide more opportunities for students to engage with complex texts in all content areas. Improve comprehension and fluency.  Provide consistent, core reading instruction by purchasing consumables for Journeys reading program. | Texts to support GSE curriculum in all content areas, to include books and periodicals, digital and print.  Time for Kids (3) (120 copies)  Scholastic Let’s Find Out (K) (100 copies)  Scholastic News (2) (120 copies)  Scholastic News with Science Spin add-on (4-5) (3 sets of 30)  Replenish Journeys Write-in Readers for K-5 (HMH)  Books for classroom libraries | July 2018-June 2019 | Classroom observations  Lesson plans  EOG results | Texts; periodicals; instructional resources; books (L4GA year 1)  Journeys Write-in Readers (L4GA start up funds) | Director of Teaching and Learning, K. NeSmith  District Literacy Coordinator, L. Albert  PES Administrative Team  PES Teachers |
| Provide teachers with basic instructional supplies for literacy and content instruction. | Journals, notebooks, folders, magnets, manipulatives, puzzles, puppets, bingo games, markers, sequence cards, vocabulary picture cards, chart paper, highlighters, colored pencils, index cards, metal rings, card stock, sets of Thinking Maps (replace old maps) | July 2018-June 2019 | Classroom observations  Lesson plans | Supplies (L4GA start up and year 1) | Director of Teaching and Learning, K. NeSmith  District Literacy Coordinator, L. Albert  PES Administrative Team  PES Teachers |
| Purchase large classroom carpets for K-2 (with designated individual seating) for whole group instruction. | 9X12 Classroom carpets for K-2  (17 carpets) | July 2018 | Classroom observations  Lesson plans | Carpets (L4GA year 1) | Director of Teaching and Learning, K. NeSmith  PES Administrative Team  K-2 Teachers |
| Provide teachers with continued support and high quality professional learning as it relates to literacy instruction evidence-based practices and literacy development, to include data analysis (data reflective of “whole child” – formative, summative, progress monitoring, and community data) and differentiation. Professional learning will be offered to other stakeholders, as appropriate.  Teachers and leaders will also attend professional learning sessions held during L4GA Leadership Conference and Teacher Institutes. | Literacy Modules (GaDOE and Comprehensive Reading Solutions)  Pillars of Reading (District Literacy Coordinator)  Data Analysis and Interpretation (In-house and/or RESA)  Differentiation (In-house and/or RESA)  Oral Language/Pre-literacy Skills (K-3) (District Literacy Coordinator)  Writing (In-house and/or RESA)  Explicit Literacy (In-house and/or RESA)  Poverty Conference  Notebooks for literacy strategies  Transportation, as needed  L4GA Leadership Conference  L4GA Teacher Institutes | July 2018-June 2019 | Agendas  PL sign-in sheets  Classroom observations  Lesson plans  Unit plans  Universal screener results  Formative assessment results  EOG results | Substitutes; travel; stipends; in-house PL materials; consultants, as needed (General Fund; L4GA year 1; Title II-A)  Communication; transportation for stakeholders (L4GA year 1)  Literacy Modules (GaDOE and Comprehensive Reading Solutions)  Pillars of Reading (District Literacy Coordinator)  Data Analysis and Interpretation (In-house and/or RESA)  Differentiation (In-house and/or RESA)  Oral Language/Pre-literacy Skills (K-3) (District Literacy Coordinator)  Writing (In-house and/or RESA)  Explicit Literacy (In-house and/or RESA)  Poverty Conference (L4GA year 1)  Notebooks (L4GA year 1)  L4GA Leadership Conference (L4GA start up and year 1)  L4GA Teacher Institutes (L4GA year 1) | Director of Teaching and Learning, K. NeSmith  District Literacy Coordinator, L. Albert  District Instructional Support Coordinator, M. Truluck  PES Administrative Team  School Leadership Team  PES Teachers |
| Establish Professional Learning Communities based on teacher needs to include vertical planning/collaboration between feeder schools. | PLCs established at school and district levels | July 2018-June 2019 | Agendas  Sign-in sheets  PLC documentation and resources | PLC resources and materials (L4GA year 1) | Director of Teaching and Learning, K. NeSmith  PES Administrative Team  School Leadership Team |
| District Literacy Team consisting of administrators, coaches, teachers, and school/community stakeholders will continue to oversee literacy program and make adjustments for improvement. | Literacy Team will convene meetings at designated times and locations | July 2018-June 2019  Quarterly | Agendas  Sign-in sheets  Assessment data  Year-end Performance Plan review to determine needs for year two implementation | Literacy Team (no funding needed) | Director of Teaching and Learning, K. NeSmith  District Literacy Coordinator, L. Albert  District Instructional Support Coordinator, M. Truluck  District Literacy Team |
| PES, in collaboration with the District Literacy Team, will organize school-wide literacy events to promote and celebrate literacy awareness and to acknowledge successes experienced during the year.  Utilize print and digital communication to promote literacy awareness. | Snacks  Resources for literacy events  Certificates  Awards  Donations  Promotional items  Transportation, as needed  Flyers  Posters  Newspaper  Social media (Facebook, Twitter) | July 2018-June 2019 | Sign-in sheets  L4GA Performance Plan review  Student assessment data  Copies of flyers, posters, newspaper articles, social media posts | Literacy event resources (L4GA year 1; General Fund; Donations)  Promotional items (L4GA year 1)  Transportation for parents, as needed (L4GA year 1)  Communication costs (L4GA year 1) | Director of Teaching and Learning, K. NeSmith  District Literacy Coordinator, L. Albert  District Instructional Support Coordinator, M. Truluck  District Parent Resource Coordinator, C. Smith  PES Administrative Team  School Leadership Team  District Literacy Team |
| Purchase and distribute literacy resources for parent involvement and home literacy instruction. | Book bundles (for distribution and lending libraries)  Parent Guides | July 2018-June 2019 | L4GA Performance Plan review  Student assessment data  Parent surveys | Literacy resources (L4GA year 1) | Director of Teaching and Learning, K. NeSmith  District Literacy Coordinator, L. Albert  District Instructional Support Coordinator, M. Truluck District Parent Resource Coordinator, C. Smith  PES Administrative Team  School Leadership Team  District Literacy Team |