

School Profile

Created Wednesday, November 19, 2014

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School Information

System Name:	Pelham City Schools
School or Center Name:	Pelham Elementary School
System ID	784
School ID	3050

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

Name:	Viola Fedd
Position:	Principal
Phone:	229-294-8170
Email:	vfedd@pelham-city.k12.ga.us

School contact information

(the persons with rights to work on the application)

Name:	Rebecca Davis
Position:	Assistant Principal
Phone:	229-294-8170
Email:	rdavis@pelham-city.k12.ga.us

Grades represented in the building

example pre-k to 6

Pre-K to 5

Number of Teachers in School

50

FTE Enrollment

766

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

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- Yes
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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.

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

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

-
- Yes
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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

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

- Yes

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

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
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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
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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
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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.

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- Yes
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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.

• 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 implementation plan, 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: Floyd Fort


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

Address: 203 Mathewson Ave.

City: Pelham Zip: 31779

Telephone: (229) 294-8715 Fax: (229) 294-2760

E-mail: ffort@pelham-city.k12.ga.us



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

Floyd Fort
Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

11/19/2014
Date (required)

Pelham Elementary School: District Narrative

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.

Pelham Elementary School: District Narrative

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

Pelham Elementary School: District Narrative

(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)	Framework to improve student writing	2012-present
RACE (PES & PCMS)		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.

Pelham Elementary School: District Narrative

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 assess 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-3rd 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 Elementary 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,

Pelham Elementary School: District Management Plan and Key Personnel

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 Elementary School: District Management Plan and Key Personnel

Department	Financial	Curriculum/ Professional Learning/Federal Programs	Technology	Exceptional Students	School Leadership Teams and/or Administrators
Tasks	<ul style="list-style-type: none"> • Request and allocate grant funds. • Assist with budget development • Issue purchase orders and authorize payment • Maintain financial records • Audit grant 	<ul style="list-style-type: none"> • Ensure alignment of SRCL and CCGPS other district goals. • Assist with budget development. • Coordinate other federal program budgets to support Literacy Plan • Coordinate RTI in accordance with the grant • Monitor the overall implementation and effectiveness of SRCL. • Plan, coordinate, and evaluate professional learning for grant implementation. 	<ul style="list-style-type: none"> • Recommend technology based on school's needs. • Assist with budget development • Inventory all technology purchased with grant funds. • Install, maintain, and train on new hardware and software. 	<ul style="list-style-type: none"> • Determine literacy needs of gifted and special needs students and teachers • Align with school and district initiatives. • Assist with budget development. • Monitor and assess implementation of initiatives. 	<ul style="list-style-type: none"> • Identify needs • Develop budgets • Implement initiatives • Coordinate goals of school-based literacy team/performance plan with district goals and objectives. • Administrators: monitor implementation of initiatives through observations and assessment analysis.

Pelham Elementary School: Experience of the Applicant

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

Pelham Elementary School: Experience of the Applicant

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).

Pelham Elementary School: Experience of the Applicant

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

Pelham Elementary School: School Narrative

School History

Pelham Elementary School (PES) is in Pelham, GA, a small rural town in Mitchell County, in the southern portion of the state. The primary industry in this county is agriculture, and many of our students come from poverty. Pelham Elementary has a current enrollment of 766 students, including 88 Pre-K students and is accredited by the Southern Association of Colleges and Schools.

The student population at Pelham Elementary is approximately 80% economically disadvantaged, based on free and reduced lunch data, qualifying PES as a Title I school. The current student demographics are 58% African-American, 31% white, 7% Hispanic, 3% multi-racial, and 1% Asian.

Ninety-seven percent of the faculty members are highly qualified. Eight teachers hold a Gifted In-field endorsement. The administration feels that the strategies learned in the gifted endorsement program will positively impact all students.

Administrative and Teacher Leadership Team

Principal Viola Fedd, and Assistant Principals Shauwan Carter and Rebecca Davis lead Pelham Elementary School. All school administrators hold post-secondary degrees in Educational Leadership. The school's Leadership Team consists of one representative from each grade, pre-kindergarten through fifth grade; school counselor; and Gifted Coordinator. The Leadership Team meets monthly throughout the year to address goals outlined in the yearly School Improvement Plan, as well as the goals established by school and system leadership.

Past Instructional Initiatives

As one of its first responses to the Literacy Team's planning, the Leadership Team developed a schedule that increased learning time in the core subjects of reading, ELA, and mathematics, incorporating science and social studies through thematic units. The school adopted a schedule maximizing instructional time in reading and mathematics, and adopted the Writer's Workshop program design for teaching writing. Teachers received training and materials in the Writer's Workshop approach as well as in differentiation of instruction in math and reading/ELA. This schedule allotted approximately two hours for reading instruction and two hours of math instruction.

The team also included a 45-minute daily block for Response to Intervention (RTI) or enrichment/extension time. By assigning teachers different groups of students, teachers are able to provide tiered intervention services to struggling students, while allowing more able students opportunities to expand their learning in the areas of science and social studies. In addition, students receive computer lab time for remediation and/or enrichment in all content areas through the use of the Odysseyware software.

Currently, teachers in first through fifth grades use the media center's STAR reading program, along with universal screening information, to assist in identifying levels for independent reading.

Pelham Elementary School: School Narrative

Current Instructional Initiatives

Beginning last year in the 2013-14 school year, kindergarten through third-grade teachers have implemented the *Read Well* program which provides access to V-Port as well as to the online Ticket to Read program. V-Port allows teachers to input formative and summative assessment data from DIBELS Next assessment and access to comparative data for students at their grade level. V-Port also tracks the child's performance on Ticket to Read, which provides practice and supports the development of fundamental reading comprehension.

Following the program's professional development, the school implemented NumberTalks in kindergarten through fifth grade. Number Talks focuses on development of mental math and non-algorithm problem solving. Because of the shifting demands of the CCGPS math curriculum, students' ability to read, comprehend, and reason has become even more important than in the past.

The school provides a Kindergarten Academy for Pre-K students identified as entering kindergarten "at-risk" based on the school's kindergarten screener. Students receive an additional two to four weeks of instruction, provided by a kindergarten teacher, over the summer break.

Using the Advanced Content (AC) and gifted models, the school is developing a school-within-a-school model. Teachers who receive the gifted endorsement are team leaders in their grade level and provide differentiated instruction in either a cluster or advanced-content classroom setting. This ensures that high-achieving students receive differentiated instruction that addresses their needs. This shift to the AC model has further increased the school's need for access to complex text selections online and in classroom and school libraries.

The Leadership Team reviews universal screening data, Criterion Referenced Competency Test (CRCT) results, third and fifth grade state writing assessment results, and school-wide benchmark testing results during the Leadership Team's data retreat at the end of the year. Review of this data allows the team to determine possible root causes of low achievement and make adjustments to improve instruction. Comprehension of complex text in the areas of science and social studies has been an issue that the team has been working diligently to address. Disciplinary literacy instruction to address content area reading and writing needs is key to improving overall student achievement.

Professional Learning Needs

In order to address the integration of reading/ELA into the subject areas, teachers need professional learning on how to incorporate writing and reading strategies into math, science, and social studies. Previously, teachers have received professional learning that focused on their discipline, but they have not yet had professional learning on successfully integrating reading and writing strategies into these subjects as required by the CCGPS. The school Literacy Plan addresses this issue and includes a plan for providing professional learning in disciplinary literacy instruction. Teachers will also continue to receive professional learning on the *Read Well* and *Number Talks* initiatives to ensure the continued success of these programs' implementation.

Pelham Elementary School: School Narrative

Need for Striving Readers Project

Analysis of assessment data shows a significantly high percentage of students failing to meet standards in science and social studies as well as in writing. In addition, Test Readiness indicators reveal a high percentage of students in need of additional support in reading, writing, ELA, and math in order to be prepared for the new Georgia Milestones Assessment. Teacher survey results showed that 60% of the teachers felt that students came to them without mastery of foundational reading skills from the prior grade, and over half of the teachers indicated that they needed support in teaching students who struggle with comprehension of complex text.

The Striving Readers Comprehensive Literacy Grant will enable us to integrate evidence-based reading strategies and into math, science, and social studies as well as into our reading and ELA curriculum. We further believe that increasing the requirements for and the instruction in writing within these areas will improve comprehension as well as written expression. It will also provide our fourth and fifth grade students with a consistent reading/ELA program that can be used as the basis for other learning in the disciplines.

The SRCL grant will permit the school to create a consistent literacy focus across grade levels. The school will also be able to implement a literacy plan that focuses on reading and writing in the sciences and increase teacher understanding of the use and implementation of appropriate, data-driven interventions.

Pelham Elementary School: Needs Assessment, Concerns, and Root Cause Analysis

Description of Needs Assessment Process/Surveys/Participants

The PES 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 Elementary Teachers” and the “Teachers’ Assessment of Infrastructure for Literacy Kindergarten to Grade 12”. The Literacy Team analyzed 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. Data from the following sources was used to determine needs in addition to the surveys:

- CRCT Data
- Universal Screening Information
- SLDS
- CRCT Readiness Indicators
- 5th Grade Writing Scores
- CCRPI Data
- Title IIA Needs Assessment

Though the CRCT data (see Student and Teacher Data) show a substantial number of PES students meeting or exceeding reading standards for the current assessments (3rd 89%, 4th 86.1%, 5th 93.8%), the performance in social studies and science is far less encouraging where more than 43% of third graders did not meet standards. In agreement with that, 51.35% of teachers indicate that need support in teaching students to comprehend what they read. The CRCT readiness indicators for the Georgia Milestones Assessment confirm that significant numbers of students at each grade level need additional support in reading and ELA. The convergence of this data and that reported (below) from teachers indicates that improving literacy instruction across the curriculum is our most pressing issue. A second issue is seen in the writing scores. Although the 2014 writing scores for fifth grade were dramatically improved (84% M/E) following implementation of new writing strategies, scores on this assessment have been very low for the past few years (52% M/E in 2013). Additionally, a significant achievement gap in writing persists for our SWD subgroup. A comprehensive literacy plan will help identify the gaps that are currently leaving some of our students underserved and increase the number of college and career ready graduates from Pelham City Schools.

The Literacy Team noted something of a “disconnect” between the student data and teachers’ responses on many of the survey items. While student data shows an alarming number of students

Pelham Elementary School: Needs Assessment, Concerns, and Root Cause Analysis

unable to meet standards in content-area and writing assessments, teacher responses were often positive when asked where the school was in addressing these issues. The team suggests the following as a possible explanation:

- Recent adoption of a strong core program in grades K-3
- Implementation of benchmark screenings to support instruction
- Recent increase in time for literacy instruction
- Recent improvement in fifth grade
- General impression that things are moving in a positive direction

Though all of these things are true, there is still much work to do in all of these areas. Then, too, the team is not certain that there is a full appreciation of what literacy instruction in the content areas might entail and how it will look when it is complete.

**Pelham Elementary School:
Needs Assessment, Concerns, and Root Cause Analysis**

Engaged Leadership	
Concern 1: Need for shared literacy vision which is owned by school leadership, staff members, students, parents, and community.	
Root Causes: <ul style="list-style-type: none"> • Need comprehensive literacy plan • Need more out-of-school support for literacy • Need for more direct involvement of district personnel in literacy initiatives • Some teachers not yet aware of their role in literacy instruction 	Current Efforts to Address Concerns: <ul style="list-style-type: none"> • Teachers and leaders are developing a Comprehensive Literacy Plan • District Parent Involvement Coordinator schedules parent meetings inform them about literacy and other initiatives
All teachers, media specialists, and administrators must be competent advocates of promoting literacy. (The What, p. 5; The How, p. 31)	
Needs Assessment Data: % of teachers indicating that: <ul style="list-style-type: none"> • 34.62% - have received professional learning in disciplinary literacy, but implementation is inconsistent • 54.17% - a community literacy council has not begun to take shape • 29.17% - no system of learning supports are available in the community 	

Pelham Elementary School:
Needs Assessment, Concerns, and Root Cause Analysis

Continuity of Instruction	
Concern 2: Need for consistent focus on literacy instruction across the curriculum (in all content areas).	
<p>Root Causes:</p> <ul style="list-style-type: none"> • Need sufficient time for literacy instruction • Need cross-disciplinary collaborative meetings to support literacy instruction • Need PL in literacy for content-area teachers • No comprehensive plan for incorporating writing into all content areas 	<p>Current Efforts to Address Concerns:</p> <ul style="list-style-type: none"> • Scheduling extended time for literacy instruction • Weekly grade-level team meetings with literacy instruction as a priority • Revising PL plan based on Needs Assessment to include literacy in the content area • Increased accountability for writing across the curriculum
<p>A report titled <i>Writing to Read...</i> supports the efficacy of students writing to improve reading comprehension. (The Why, p. 50; The What, p.7)</p>	
<p>Needs Assessment Data: percentage of teachers indicating that:</p> <ul style="list-style-type: none"> • 34.62% - have received professional learning in disciplinary literacy, but implementation is inconsistent • 45.83% - cross disciplinary teams are not currently meeting • 58.33% - ELA teachers address <u>all</u> aspects of explicit literacy • 33.33% - writing is only taught by ELA teachers; 52.17% - teachers <u>are beginning</u> to develop a plan for writing instruction across all subject areas • 20% - a daily literacy block has been established for students who struggle • 51.28% - insufficient time for literacy instruction; 60% of these teachers felt that writing was the area in which they had insufficient time 	

Pelham Elementary School:
Needs Assessment, Concerns, and Root Cause Analysis

Ongoing Summative and Formative Assessments	
Concern 3: Need for a comprehensive, balanced assessment system across all grade levels.	
<p>Root Causes:</p> <ul style="list-style-type: none"> • Need adequate time for data analysis by grade levels • Need time, training, and support for developing formative assessments • No schedule exists for collaborative teacher meetings across school levels (PES, PCMS, PHS) 	<p>Current Efforts to Address Concerns:</p> <ul style="list-style-type: none"> • Leadership Team retreats scheduled at the end of each year to analyze data • District personnel are currently engaged in professional learning on data analysis • District Leadership Team (GLISI Team: administrators and teachers from all schools and district office) meets regularly to address areas of concern. • Entire PES faculty will complete Formative Instructional Practices (FIP) modules
<p>Assessment materials should be aligned with students' needs, and personnel must be adequately trained.... (The What, pp. 8-9; The Why, p. 96)</p>	
<p>Needs Assessment Data: percentage of teachers indicating that:</p> <ul style="list-style-type: none"> • 36% - teachers rarely have time to review summative data • 24% - formative and summative assessments are administered regularly, but review of assessments is inconsistent 	

Pelham Elementary School:
Needs Assessment, Concerns, and Root Cause Analysis

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: <ul style="list-style-type: none"> • Need PL related to literacy instruction in content areas • Need research-based curriculum with a scope and sequence in literacy • Need adequate time in daily schedule for direct explicit literacy instruction • Need writing curriculum for all subject areas 	Current Efforts to Address Concerns: <ul style="list-style-type: none"> • PL plan is being revised based on Needs Assessment to include literacy instruction • Extended time scheduled for literacy instruction
<p>A rigorous, standards-based curriculum ... foundation[al] for students' literacy successes in career life skills. (The Why, p. 31)</p>	
Needs Assessment Data: % of teachers indicating that: <ul style="list-style-type: none"> • 88.89% - more resources needed for fluency and comprehension • 77.78% (K) more resources needed for phonemic awareness • 44% - daily schedules include a 90-120 minute literacy block, but insufficient time for intervention, content area literacy, and collaborative planning 	

Pelham Elementary School:
Needs Assessment, Concerns, and Root Cause Analysis

System of Tiered Intervention (RTI) for All Students	
Concern 5: Need for systematic response to intervention protocol, resources, implementation, and monitoring	
Root Causes: <ul style="list-style-type: none"> • Lack of resources and support personnel for RTI • Lack of scheduled time to implement interventions sufficiently • Improved implementation and monitoring protocols needed 	Current Efforts to Address Concerns: <ul style="list-style-type: none"> • Purchase of Odysseyware and Rewards for RTI • Extended time for RTI • RTI Handbook posted on the district website: revised protocols
<p>Schools have the responsibility of implementing intervention methods...efficiently and effectively (The What, p. 5; The Why, p. 123)</p>	
Needs Assessment Data: % of teachers indicating that: <ul style="list-style-type: none"> • 54.17% - compliance with state requirements, but no true formative assessments in place • 32% - literacy screenings not followed by diagnostic; rarely used to guide placement or to inform instruction in intervention • 50% - requirements for Tier 3 have not yet been implemented • 45.83% - RTI is not currently being formally implemented 	

Pelham Elementary School:
Needs Assessment, Concerns, and Root Cause Analysis

Improved Instruction through Professional Learning	
Concern 6: Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.	
Root Causes: <ul style="list-style-type: none"> • Lack of PL related to literacy in the content areas • Need for PL in writing instruction in all content areas • Need for improved follow-up and support in literacy instruction • Lack of release time for PL 	Current Efforts to Address Concerns: <ul style="list-style-type: none"> • Revising PL plan based on Needs Assessment to include literacy • RESA consultant providing literacy training to school faculty to include: <ul style="list-style-type: none"> ○ literacy anchor standards, ○ comprehension strategies across the curriculum ○ designing literacy intensive units
Effective professional learning is linked to higher student achievement. (The Why, p. 141)	
Needs Assessment Data: % of teachers indicating that: <ul style="list-style-type: none"> • 21.74% - many new teachers have not been thoroughly prepared for many aspects of literacy instruction • 34.62% - have received professional learning in disciplinary literacy, but implementation is inconsistent • 51.35% - support needed with teaching comprehension • 33.33% - struggle to effectively integrate literacy skills across the curriculum 	

Pelham Elementary School: School Literacy Plan

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, 72% of the teachers indicate that our school currently has achieved this goal.

Currently in place to be continued:

1. Administration currently develops the goals and purpose of the Teacher Leadership and Literacy Teams (The What, p.5).
2. Administration and teachers participate side-by-side in professional learning on the *Read Well* program and developed a literacy plan for implementation of the program (The What, p.6).
3. Administrators and teachers will continue to follow the plan already established for implementation of the *Read Well* program through ongoing professional learning and district office support.
4. 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.

Going Forward

Planning and Implementing:

1. Administration will provide professional learning based on student data and teacher needs (The How, p. 20).
2. Administrators will organize and **actively participate** in professional learning and staff development in literacy beyond programmatic training as well as in literacy across the sciences and disciplines (The What, pp. 5-6).
3. Administrators will arrange for and ensure that new teachers have received professional learning in currently adopted programs as well as refresher sessions for veteran users of the programs.

Expanding and Sustaining:

1. Administrators will continue to analyze data and adjust professional learning accordingly (The How, p. 20).
2. Administrators will be deliberate in their efforts to identify and train future leaders (The How, p. 20).

Pelham Elementary School: School Literacy Plan

B. Action: Organize a Literacy Leadership Team

Why: Based on our Needs Assessment, 50% of the teachers indicate that our school currently has achieved this goal.

Currently in place to be continued:

1. A core literacy team has been established. The team has regularly scheduled meetings with agendas outlining the goals and objectives for each meeting (The What, p. 5).

Going Forward

Planning and Implementing:

1. The team will create a shared literacy vision for the school and community aligned with the state literacy plan.
2. The team will expand their recommendations into all areas, including the sciences and disciplines.
3. The team will select or develop a walk-through observation form for administrative use, such as Literacy Instruction Observation Checklist, to ensure the consistency of effective instructional practices.
4. The team will share the form with the faculty so that they will know what is being measured.
5. The team will analyze multiple forms of student, school, and teacher data to develop a list of prioritized recommendations and goals for improvement.

Expanding and Sustaining:

1. Administrators will review and reassign staff as needed in order to maximize the achievement of literacy goals (The How, p. 21).
2. The Literacy Team will identify literacy priorities and allocate the necessary resources to sustain them over time.
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).

Pelham Elementary School: School Literacy Plan

C. Action: Maximize the use of time and personnel through scheduling and collaborative planning.

Why: Based on our Needs Assessment, 42.86% of the teachers indicate that our school currently has achieved this goal.

<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. Administration currently schedules the maximum amount of time for teacher collaboration across the curriculum (The What, p.5). 2. Professional development provided at no-cost or low-cost through currently adopted program’s vendors will continue to be leveraged as a professional development tool. 3. Currently, all grade levels have a protected, uninterrupted 120-minute literacy instructional block. (The What, p. 5). 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 1. Administrators will train and utilize teacher leaders to facilitate sustainable professional development (The What, pp. 5-6). 2. Administration will continue to schedule the maximum amount of time for teachers to collaborate across the curriculum. 3. Administration will ensure through regular walkthroughs and observations that 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 content areas (The How, p. 21; The What, p. 6). <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 1. Teacher leaders will be encouraged to share professional learning at team and staff meetings (The How, p. 22). 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).
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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, 46.15% of the teachers indicate that our school currently has achieved this goal.

<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. Self-contained teachers are working to develop units and 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 1. Administrators will develop an
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Pelham Elementary School: School Literacy Plan

<p>integrated lesson plans for all subject areas.</p>	<p>infrastructure of accountability for literacy instruction in all subject areas using the literacy standards for social studies, science, and technical subjects.</p> <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 1. The Literacy Team will develop strategies for maintaining momentum and progress of literacy initiatives (The How, p. 24). 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). 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).
<p>E. Action: Optimize literacy instruction across all content areas. Why: Based on our Needs Assessment, 34.62% of the teachers indicate that our school currently has achieved this goal. In addition, 51.28% of teachers felt that they did not have enough time to teach literacy effectively.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. Administration at PES 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). “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. 	<p>Going Forward</p> <p>Planning and Implementing: Administrators and teachers from all content areas will work together to incorporate literacy skills into all areas of instruction (The What, p. 6):</p> <ol style="list-style-type: none"> 1. Extended response questions will be consistently utilized in all content areas (The Why, p. 44; The What, p. 6). 2. Writing will be an integral part of all content area instruction (The

Pelham Elementary School: School Literacy Plan

<p>31).</p>	<p>What, p. 6; The Why, p. 131).</p> <ol style="list-style-type: none"> 3. Teachers will participate in professional learning on best practices in reading and writing (The What, p. 6). 4. Administrators will seek to increase access to technology to expedite the writing process. (The Why, p. 87.) <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 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). 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). 3. The school will host family nights that engage parents in activities that promote proficiency in literacy (The How, p. 27).
<p>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.</p> <p>Why: Based on our Needs Assessment, 25% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. The school will utilize the already established school council that includes administrators, teachers, parents, business leaders, and community members to work in conjunction with the literacy team to promote the core literacy plan of the school (The What, p. 6). 2. The school will continue to hold community-wide meetings open to all citizens to discuss the direction of the system and to enlist people 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 1. The PES school council which includes administrators, teachers, parents, 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).

Pelham Elementary School: School Literacy Plan

<p>to help in areas they show an interest or have relevant experience/knowledge (The What, p. 6).</p>	<p>Expanding and Sustaining:</p> <ol style="list-style-type: none">1. PES 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:<ol style="list-style-type: none">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).
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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.

Pelham Elementary School: School Literacy Plan

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

Why: Based on our Needs Assessment, 37.5% of the teachers indicate that our school currently has achieved this goal.

Currently in place to be continued:

1. Currently cross-curricular teams are part of the school's normal operation since grade-level teams meet weekly to plan and discuss student data and work (The How, page 29.).

Going Forward

Planning and Implementing:

1. Cross-curricular teams will use administrative-approved protocols to examine student work from the *Looking at Student Work* website (www.lasw.org/index.html) (The How page 29)
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)
3. 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.
4. Teachers will participate in professional learning on best practices in reading and writing (The Why, pp. 67-68).
5. Administrators will seek to increase access to technology will expedite the writing process (The Why, p. 87).

Expanding and Sustaining:

1. Administration will monitor and adjust teams as necessary to ensure optimal effectiveness (The How, p. 29).
2. Administrators will use videoing of

Pelham Elementary School: School Literacy Plan

	<p>good instruction for analysis to improve disciplinary literacy instruction (The How, p. 29).</p>
<p>B. Action: Support teachers in providing literacy instruction across the curriculum. Why: Based on our Needs Assessment, 68% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 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). 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> All content area teachers will consistently incorporate all types of literacy into curriculum using print and non-print resources (The What, p. 7; The Why, p. 68). 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). <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> The Literacy Team will plan a school-wide literacy celebration annually (The How, p. 31.) Teachers will guide students to focus on their own improvement (The How, p. 30). 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 as appropriate for age and grade level (The How, p. 30; The Why, p. 68).
<p>C. Action: Collaborate with supporting out-of-school agencies and organizations within the community. Why: Based on our Needs Assessment, 62.5% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> The school will continue to work with the Pelham Chamber of 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> Administration will identify and

Pelham Elementary School: School Literacy Plan

<p>Commerce, Boys and Girls Clubs of America, Carnegie Library, 4-H and other agencies/organizations to raise awareness of the literacy challenges for students, so they will be better prepared to assist PES students with afterschool tutoring, research, and homework help.</p> <ol style="list-style-type: none"> 2. PES will continue to work with community and faith-based groups to accommodate more students (The How, p. 32). PES 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. PES has solicited help from 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). 	<p>contact learning supports within Boys & Girls Club and Carnegie Library to target student improvement (The How, p. 32).</p> <ol style="list-style-type: none"> 2. PES 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). <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 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).
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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, 72% of the teachers indicate that our school currently has achieved this goal.

Currently in place to be continued:

1. Grade-team members analyze data

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<p>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).</p> <ol style="list-style-type: none"> 2. Data from unit benchmark tests is reviewed. These results are available to content area teachers and grade team members (The Why, p. 96). Teachers in Kindergarten through 3rd grade administer assessments and input data into the V-Port software (The How, p. 35). 3. Teachers will continue to receive training on how to better use data to plan lessons to impact instructional efforts (The How, p. 35). 	<ol style="list-style-type: none"> 1. Teachers in grades 4-5 will screen and monitor progress of students in reading comprehension using a computerized assessment system. 2. 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). 3. Since there are no technology classes at PES, the use of the Odysseyware program in a lab setting will help prepare students for Milestones testing. <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 1. Administrators will designate specific personnel to be responsible for ensuring fidelity of all formative assessment procedures and timelines (The How, p. 34). 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). 3. PES 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).
<p>B. Action: Use universal screening and progress monitoring for formative assessment. Why: Based on our Needs Assessment, 56% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. An assessment calendar of quarterly universal screenings has been developed for grades K-3, with people responsible designated. Data is input according 	<p>Going Forward Planning and Implementing:</p> <ol style="list-style-type: none"> 1. An assessment calendar for quarterly universal screening will be developed for grades 4-5 for the administration of the SRI.

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<p>to this established timeline (The How, p. 36).</p> <ol style="list-style-type: none"> 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). <p>Note: 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 efforts need to be strengthened.</p>	<ol style="list-style-type: none"> 2. PES will work collaboratively with the middle 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). 3. Teachers will receive professional development in the use of assessment data successfully to guide literacy instruction. 4. 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. <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 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).
<p>C. Action: Use diagnostic assessment to analyze problems found in literacy screening. Why: Based on our Needs Assessment, 68% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. The <i>Read Well</i> program in Kindergarten through third grades uses technology for communicating data to the district and building literacy leadership teams in a timely manner (The How, p. 37). 2. Universal screener data (in grades K-3) and curriculum-based assessments are used to place 	<p>Going Forward Planning and Implementing:</p> <ol style="list-style-type: none"> 1. Grades 4 & 5 will adopt the SRI assessment system for screening and progress monitoring where possible. 2. Diagnostic testing will be utilized to analyze problems found in screening in order to place students within an intervention

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<p>students in RTI reading or math courses.</p> <p>3. Teachers continuously work to move students in and out of the remedial groups as they progress.</p>	<p>and to adjust instruction (The How, p. 37; The What, p.9; The Why, p. 96).</p> <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 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). 2. Teachers will be encouraged to recognize and celebrate students' individual accomplishments toward meeting literacy goals (The How, p. 37).
<p>D. Action: Use summative data to make programming decisions as well as to monitor individual student progress.</p> <p>Why: Based on our Needs Assessment, 56% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. Benchmark analysis, student assessments, and teacher recommendations are utilized to move students into or out of classes for remediation and for acceleration. 2. The CRCT summative data is being used to develop a comprehensive literacy plan (The Why, p. 131). 3. Evaluating student progress and modifying instructional strategies are a part of weekly team meetings (The What, p. 9). 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 1. Collaborative team meetings will include discussions of changes that can be made to improve instruction for all students (The What, p. 9). <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 1. The Data Team will establish protocols for analyzing student assessments and evaluating student progress (The How, p. 38). 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).
<p>E. Action: Develop a clearly articulated strategy for using data to improve teaching and learning.</p> <p>Why: Based on our Needs Assessment, 84% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. Teachers are using the data to 	<p>Going Forward</p> <p>Planning and Implementing:</p>

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<p>some degree, but the process has not been formalized to the degree necessary to ensure that all students are appropriately served.</p> <ol style="list-style-type: none"> Through the use of SLDS and V-Port software, the school has developed a data storage and retrieval system (The How, p. 38). 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. 	<ol style="list-style-type: none"> The data team will develop a protocol for making decisions to identify the instructional needs of students (The How, p. 38). Administrators who are currently receiving training in data analysis will re-deliver information to staff. Administrators will ensure that procedures for analyzing data to improve instruction will be consistently utilized (The What, p. 9). Administrators will use grant funding to provide teachers with technology to make data gathering and analysis more efficient (The How, p. 39). <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 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).
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Building Block 4: Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students.

Why: Based on our Needs Assessment, 87.5% of the teachers indicate that our school currently has achieved this goal.

<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> Training in the <i>Read Well</i> program is ongoing to all staff in K-3 and new staff in the use of this core program (The How, p. 40). 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> The school will select a core program that will provide continuity based on an articulated scope and sequence of skills for grades 4 and 5 (The How, p. 40). Professional learning will be provided on direct, explicit instructional strategies to build students' vocabulary, comprehension, and writing skills
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	<p>across content areas (The How, p. 40; The What, p. 10).</p> <ol style="list-style-type: none"> 3. Interdisciplinary teams will share effective differentiated lessons and strategies in team meetings (The How, p. 40). 4. PES 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). 5. The staff will incorporate technology into literacy through the use of eReaders, blogs, and social networking (The Why, p. 59). <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 1. The school media center will offer families access to resources that differentiate support for students (The How, p. 41). 2. The Literacy Team will seek to partner with local businesses to address literacy skills needed for the workplace (The How, p. 40).
<p>B. Action: Ensure that students receive effective writing instruction across the curriculum.</p> <p>Why: Based on our Needs Assessment, 39.13% of the teachers indicate that our school currently has achieved this goal. In addition, 35.9% of teachers felt that they had inadequate materials and resources for teaching writing as laid out by the CCGPS.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. Teachers receive professional learning on best practices in writing instruction in all subject areas (The How, p. 42). 2. Third grade currently has the <i>Read Well</i> Composition component, with plans to add the K-2 edition of the program within the next school year (The How, p. 42). 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 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). <p>Expanding and Sustaining:</p>

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	<ol style="list-style-type: none"> 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). 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). 3. The Literacy Plan will seek programs for teaching keyboarding to students in grades 3-5 to expedite writing efforts.
<p>C. Action: Teachers work to develop and maintain interest and engagement as students progress through school. Why: Based on our Needs Assessment, 52% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. The school is currently a part of the Schlechty’s Center Working on the Work initiative. This has led to a better understanding of student engagement and the kind work needed to sustain engagement. Teachers work to plan lessons that are challenging and relevant for the students. Student-centered activities and projects and student-focused instruction are key factors in sustaining motivation and engagement. 2. PES 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. 3. A plan is currently being developed to reward students who meet their end-of-year reading goal, e.g., attending ball games, amusement 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 1. Teachers explore ways to use peer collaboration with and discuss within the context of PLC’s (The How, p. 41). 2. Students will be provided with access to texts that students consider interesting (The How, p. 41). 3. 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). 4. PES will increase access to texts that students consider engaging (The What, p. 11; The Why, p. 53). <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 1. Teachers will continue to focus creatively on providing students with an understanding of how

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<p>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 populations) (The Why, p. 41; The How, p. 41; The What, p. 11).</p> <p>4. Teachers at PES are actively implementing the Working on the Work (WOW) Initiative to design engaging and meaningful work for students (Schlechty Center).</p>	<p>academic assignments relate to their lives (The How, p. 41; The What, p. 11; The Why, p. 52).</p>
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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, 54.17% of the teachers indicate that our school currently has achieved this goal.

Currently in place to be continued:

1. Universal screeners are administered to every student three times a year and analyzed by the teachers and district personnel.
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).
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).
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).
5. Administration ensures that

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Planning and Implementing:

1. PES teachers will identify and utilize reading strategies specifically designed to assist with information text comprehension.
2. This will be a focus for Tier 1 and will be a greater focus for Tier 2 interventions (The What, p.11).
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).

Expanding and Sustaining:

1. The data team will create standardized protocols for gathering information to determine student literacy competence in

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<p>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).</p>	<p>content areas (The How, p. 43).</p> <ol style="list-style-type: none"> 2. Building and district administrators will continue to monitor and support of the RTI process (The How, p. 43).
<p>B. Action: Provide Tier I instruction based upon the CCGPS in all grades to all students in all classrooms.</p> <p>Why: Based on our Needs Assessment, 50.01% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. Data from universal screening process is currently used to identify general weaknesses in instruction in Tier I as well as struggling students (The How, p. 44). 2. Teachers' effective use of time is supported through technology, including V-Port and SLDS access (The How, p. 44). 3. Ninety-seven percent of the teachers at PES are highly qualified and teach CCGPS. 4. Grade level teams meet on a weekly basis to ensure writing is included in lessons across the curriculum. 5. Grade level teams also collaborate to teach cross-curricular lessons/units in the content areas when possible (The How, p. 44). 6. All teachers assess student progress based on mastery of the CCGPS. 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 1. Data team will identify an assessment system for grades four and five. <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 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).
<p>C. Action: Implement Tier 2 needs-based interventions for targeted students.</p> <p>Why: Based on our Needs Assessment, 59.1% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 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 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 1. Administrators schedule additional time and personnel to ensure that sufficient time is provided for

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<p>discuss student progress.</p> <ol style="list-style-type: none"> 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). 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. 4. Protocols have been established to ensure consistent progress monitoring, data collection, and reporting (The How, p. 45). 	<p>interventions to be effective (The What, p. 12).</p> <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 1. Administrators will provide teachers with release time for planning and implementing Tier 2 interventions (The How, p. 45; The What, p. 12). 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, 50.01% of the teachers indicate that our school currently has achieved this goal.

<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. Students who do not show progress in Tier 2 are placed in Tier 3, where they receive more intense interventions. 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). 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). 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 1. PES will reduce the teacher/pupil ratio for Tier 3 to 1:3 by assigning successful students into larger groups (The What, p. 12). 2. Professional learning in the RTI protocol will be enhanced. <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 1. The administrators will ensure that the Tier 3 process includes interventions that address behavior (The How, p. 46).
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E. Action: Implement Tier 4 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, 100% of the teachers indicate that our school

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currently has achieved this goal.	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 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. 2. Resource and/or inclusion classes for students with disabilities are provided to intensify CCGPS instruction. 3. School schedules ensure instruction occurs in the least restrictive environment (The What, p. 12). 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 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). <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 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, 52.17% of the teachers indicate that our school currently has achieved this goal.

<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 1. New teachers are assigned veteran mentor teachers (The How, p. 48). The mentee/mentor teams meet regularly throughout the school year. 2. New teachers are required to do two observations per nine weeks in their content areas. 3. New teachers meet with district personnel during pre-planning to ensure a clear understanding of system expectations, standards, protocols, and available resources. 4. New teachers are provided on-site 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 1. New teachers will receive appropriate training in disciplinary literacy within content areas (The What, p. 13; The How, p. 48). <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 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).
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<p>professional learning on Standards-Based Classroom practices (The What, p.13).</p>	
<p>B. Action: Provide professional learning for in-service personnel. Why: Based on our Needs Assessment, 47.83% of the teachers indicate that our school currently has achieved this goal.</p>	
<p>Currently in place to be continued:</p> <ol style="list-style-type: none"> 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, p. 49). 2. Teachers’ instruction is monitored through classroom observation/walkthroughs based on TKES and CCGPS (The What, p.13). 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). 4. Experienced teachers are partnered with pre-service and beginning teachers (The How, p. 48). 	<p>Going Forward</p> <p>Planning and Implementing:</p> <ol style="list-style-type: none"> 1. Administrators will use classroom observations (or videotaping) to identify and support individual teachers for follow-up coaching, conferencing, and mentoring (The How, p. 49). <p>Expanding and Sustaining:</p> <ol style="list-style-type: none"> 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). 2. Administrators will provide time for “professional talk” and sharing among staff (The How, p. 49; The What, p. 13).

Pelham Elementary School: Analysis and Identification of Student and Teacher Data

Analysis and Identification of Student and Teacher Data

Pelham Elementary School (PES) has a substantial amount of summative data for its students. However, very little formative or diagnostic data is available for the general population, though DIBELS Next provides benchmark screenings three times per year.

Pelham Elementary Three Year Trend – CRCT Results – 2012-2014

		PES CRCT Results by Demographics by Percent											
		All			Black			White			SWD		
		2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
ELA	DNM	13	17	16	18	21	19	8	14	13	35	57	39
	Meets	66	57	66	67	66	70	61	42	59	65	38	58
	Exceeds	25	26	18	15	13	12	31	43	28	0	5	3
READ	DNM	9	10	7	18	15	8	7	2	6	26	23	25
	Meets	70	60	73	67	70	77	62	52	67	67	64	72
	Exceeds	21	30	20	15	15	15	31	46	27	7	14	3
MATH	DNM	29	22	28	39	28	31	27	15	27	69	21	65
	Meets	53	54	53	50	58	57	48	51	47	27	74	29
	Exceeds	18	24	19	11	14	12	25	34	26	4	5	6
SCIENCE	DNM	32	40	36	43	54	44	17	24	25	63	67	71
	Meets	40	40	43	40	38	43	41	42	41	30	29	24
	Exceeds	28	20	22	17	9	13	42	33	34	7	4	6
SOCIAL STUDIES	DNM	33	36	31	36	46	37	28	23	24	70	63	62
	Meets	56	53	52	58	48	51	56	61	54	27	33	35
	Exceeds	11	11	17	6	7	12	16	16	22	3	4	3
5 th Grade WRITING	DNM	44	47	17	53	53	19	35	42	12	77	100	60
	Meets	54	48	81	45	45	79	65	50	84	23	0	40
	Exceeds	2	4	3	2	2	2	0	8	4	0	0	0

2014 Grade Level CRCT Results			
	3 rd Grade	4 th Grade	5 th Grade
% RDG DNM	10.9	13.8	6.2
% RDG Meets	74.5	60.6	71.6
% RDG Exceeds	14.5	25.5	22.2
% ELA DNM	19.6	20.4	5.0
% ELA Meets	67.9	60.2	70.0
% ELA Exceeds	12.5	19.4	25.0

Pelham Elementary School: Analysis and Identification of Student and Teacher Data

	3 rd Grade	4 th Grade	5 th Grade
% SC DNM	43.8	38.9	20.0
% SC Meets	44.6	32.6	51.3
% SC Exceeds	11.6	28.4	28.8
% SS DNM	39.8	36.8	12.3
% SS Meets	48.7	48.4	59.3
% SS Exceeds	11.5	14.7	28.4

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 standards in science and social studies. The achievement of the SWD subgroup continues problematic in all areas. At the same time, third-grade-exceed percentages in science and social studies and fourth in social studies are low. However, a significant increase in students meeting and exceeding in social studies and science in fifth grade follows an increase in the amount of time allotted for those subjects. Similar gains have been seen in writing after implementation of new writing strategies.

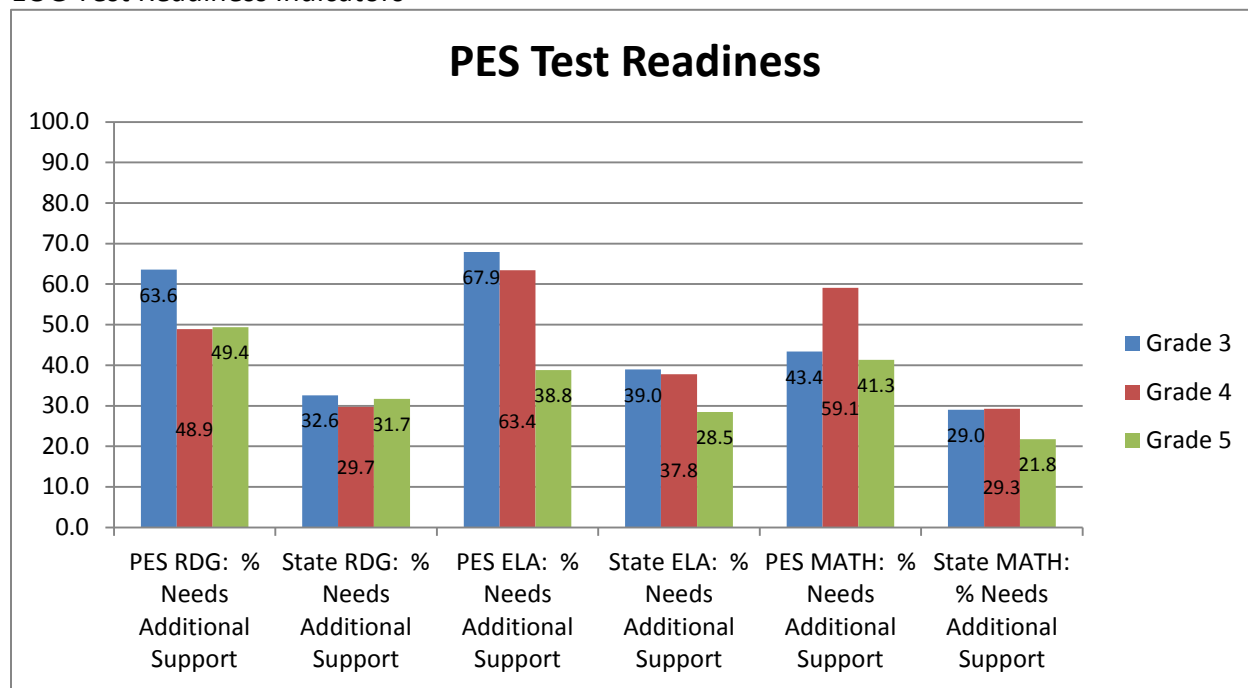
DIBELS Next-Spring 2014

	Assessment	Intensive	Strategic	Total % of Students Needing Support
K	PSF	67%	28%	95%
1	DORF	40%	17%	57%
2	DORF	12%	30%	42%
3	DORF	20%	41%	61%
4	DORF	26%	20%	46%
4	DAZE	20%	14%	34%
5	DORF	21%	32%	53%
5	DAZE	27%	32%	59%

Pelham Elementary School: Analysis and Identification of Student and Teacher Data

In the Survey of Literacy Instruction for Elementary Teachers, a majority (60%) of teachers indicated that a significant number of their students came to them without mastery of foundational reading skills from the prior grade. This is confirmed by the DIBELS Next data in the chart above. In addition, 51.35% of the teachers indicated that they needed support in teaching students who can “get the words up off of the page,” yet struggle to comprehend what they read, particularly in complex text. Test data, along with the teacher survey results, confirms the need for a comprehensive literacy program.

EOG Test Readiness Indicators



The chart above indicates the percentage of students who are not adequately prepared for the new Georgia Milestones Assessment. PES’s percentage of students in need of additional support in reading, ELA, and math is above the state average, and almost double in third-grade reading. The fact that more than 48% of students in each grade level need additional support in reading indicates that comprehensive literacy instruction is needed. In addition, a range of 38%-67% 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 be informative/explanatory or opinion/argumentative. Responses will require comparing/contrasting and citing evidence to support conclusions. Students need explicit writing instruction 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.

Pelham Elementary School: Analysis and Identification of Student and Teacher Data

Teacher Retention Data

Teacher retention rate at PES is excellent, with a rate of 92% for SY14. New teachers are provided with mentors to help them adjust to the profession and the school community. Thanks to sound fiscal management, PES was able to replace each of these teachers and add five additional positions. A healthy balance of veteran and new educators allows for the exchange of new skills and veteran wisdom for betterment of all.

The staff at PES is highly qualified and has the educational background to support new initiatives and growth. Twenty-two teachers at PES hold Master's degrees and fourteen hold Specialist degrees. Many staff members are currently working on additional degrees.

Our faculty consists of 50 highly qualified teachers. At the present time, we have eight 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 PES 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. Participation rates and offerings are detailed in the section on Professional Learning.

Goals and Objectives Based on Available Data

Goals	Objectives
Professional learning for staff, including administrators, and other stakeholders on development of literacy skills.	<ul style="list-style-type: none">• Train parents and stakeholders to support student learning and literacy initiatives• Provide training on best practices and effective strategies in literacy instruction
Development and implementation of a balanced assessment system that informs the RTI process	<ul style="list-style-type: none">• Acquire and implement grant-required assessments (SRI)• 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	<ul style="list-style-type: none">• Research, purchase, and implement research-based literacy curricula
Implementation of a comprehensive, explicit curriculum in writing across all areas of the	<ul style="list-style-type: none">• Develop a comprehensive plan for writing across all areas of the curriculum

Pelham Elementary School: Analysis and Identification of Student and Teacher Data

curriculum	<ul style="list-style-type: none">• Research, purchase and implement a research-based curriculum for writing that is aligned to the demands of CCGPS
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Pelham Elementary School: Project Plan: Procedures, Goals, Objectives and Support

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)			
<ul style="list-style-type: none"> • District leaders, building administrators, and teachers develop a comprehensive literacy plan collaboratively • Solicit more out-of-school support for literacy • Increase direct involvement of district and building administrators in literacy initiatives • Increase awareness for all teachers of their role in literacy instruction. 	<ul style="list-style-type: none"> • Teachers and leaders are developing a Comprehensive Literacy Plan • Parent Coordinator schedules parent meetings to distribute information about literacy and other initiatives 	<ul style="list-style-type: none"> • Title I and General Funds used for correspondence • Title IIA and SRCL funding for release time for work sessions 	<ul style="list-style-type: none"> • Completion of plan • Number of outside agencies that contribute support of some kind • Attendance of district and building administrators at literacy PL
Need for consistent focus on literacy instruction across the curriculum. (BB 2)			
<ul style="list-style-type: none"> • Adopt a systematic plan for teaching academic vocabulary in all subjects (The What, p. 6). 	<ul style="list-style-type: none"> • Teachers in each content area develop their own vocabulary plan 	<ul style="list-style-type: none"> • Title IIA and SRCL funding will be used to provide professional learning in this area of struggle 	<ul style="list-style-type: none"> • A systematic plan for teaching vocabulary is developed and implemented by all content area teachers as evidenced by teacher surveys, observations, and lesson plans

Pelham Elementary School: Project Plan: Procedures, Goals, Objectives and Support

Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals. (BB 6).			
Objectives	Current Efforts	Current and SRCL Funding	Measurement
<ul style="list-style-type: none"> • Provide professional learning on literacy instruction within content areas. (The What, pp. 6, 10). <ul style="list-style-type: none"> ○ Incorporation of non-fiction and fiction texts in content-area instruction ○ Academic vocabulary instruction ○ Use of content-specific text structures ○ Use of writing in the content area to strengthen comprehension and improve writing in all genres 	<ul style="list-style-type: none"> • RESA training • Peer observations • Monitoring through TKES observations and walk-throughs 	<ul style="list-style-type: none"> • Title IIA; General Funds • SRCL funds for release time, stipends, and consultants when necessary 	<ul style="list-style-type: none"> • PL sign-in sheets • Lesson plans; observations as evidence of application • Improved EOG scores in SS, science, and writing
<ul style="list-style-type: none"> • Research and select a comprehensive system of instructional materials and resources that includes professional learning for literacy instruction in all grade levels. (BB 4) • Provide access to content-area texts at multiple levels of text complexity in a variety of formats <ul style="list-style-type: none"> ○ Provide technology needed for accessing texts in a variety of formats ○ Provide PL in the effective use of technology in instruction ○ Provide infrastructure for accessibility to texts in all formats 	<ul style="list-style-type: none"> • Purchase of Odysseyware (all content areas) • Purchase of Rewards (reading RTI) (Odysseyware is used for K-; Rewards, for 4-5 and provide access to multiple levels of text) 	<ul style="list-style-type: none"> • Title I and Title VIB currently used to purchase materials and technology • SRCL funds will supplement these funds to expand resources and technology 	Periodic teacher surveys to gauge satisfaction with: <ul style="list-style-type: none"> • literacy program materials • availability of print resources at multiple levels of text complexity • access to technology needed for literacy instruction • integrated use of technology by teachers and students • reliable access to technology

Pelham Elementary School: Project Plan: Procedures, Goals, Objectives and Support

Need for systematic response to intervention protocol, resources, implementation, and monitoring. (BB 5)			
<ul style="list-style-type: none"> • Provide effective resources for intervention • Develop improved implementation and monitoring protocols 	<ul style="list-style-type: none"> • Increased time has been added to schedule for RTI • Purchased Odysseyware & Rewards 	<ul style="list-style-type: none"> • Title I, Title VI B, and General Funds • SRCL funds will supplement these funds to expand resources, technology, and training for intervention providers 	<ul style="list-style-type: none"> • In-program assessments • SRI data • Improved EOCT scores

Need for a comprehensive, balanced assessment system for formative and summative assessments across all grade levels. (BB 3)			
<ul style="list-style-type: none"> • Collaborative development of common formative/summative assessments within content areas(The What, p. 8) to provide actionable data for decision making. 	<ul style="list-style-type: none"> • Development of formative assessments is ongoing • All teachers completing Formative Assessment Practices (FIP) modules 	<ul style="list-style-type: none"> • Title I and Title IIA funds are currently used for professional learning on data analysis/utilization and formative assessment • SRCL funds will supplement current funding 	<ul style="list-style-type: none"> • FIP Reports documenting teacher completion • Standard assessment protocol implemented by all content area teachers as evidenced by teacher surveys and lesson plans

Pelham Elementary School: Project Plan: Procedures, Goals, Objectives and Support

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).			
<p>Increase collaboration across the curriculum</p> <ul style="list-style-type: none"> • Develop a comprehensive plan for writing across the curriculum, allocating 0 three types of writing • Increase teacher knowledge of how to incorporate writing into all areas of the curriculum 	<ul style="list-style-type: none"> • Increased time for literacy 	<ul style="list-style-type: none"> • Schedule-disciplinary collaborative meetings to support literacy • Provide PL in writing instruction across the curriculum • Develop a comprehensive plan for incorporating writing across the curriculum 	<ul style="list-style-type: none"> • Student work • Development and use of a comprehensive plan for writing across the curriculum • Improved writing scores

Pelham Elementary School: Project Plan: Procedures, Goals, Objectives and Support

<ul style="list-style-type: none"> • Develop and implement a vertically and horizontally articulated writing plan consistent with CCGPS (The How, p. 42; The What, p. 10). <ul style="list-style-type: none"> ○ Provide extended time for literacy instruction ○ Make literacy instruction and analysis of student work a priority in collaborative meetings (The How, p. 29). 	<ul style="list-style-type: none"> • Five-step writing process with teacher feedback • Increased use of constructive response and extended response questions in the content areas 	<ul style="list-style-type: none"> • Embed explicit instruction of writing skills into all content areas • Develop master schedule to include extended time for explicit literacy instruction • All grade level collaborative meeting agendas include literacy instruction as a topic of discussion 	<ul style="list-style-type: none"> • Comprehensive writing plan, developed and shared with all stakeholder, posted on school website • Writing plan is being implemented by 100% of faculty members as evidenced during walk-throughs and lesson plans • Literacy instruction is a priority in grade-level meetings as evidenced by meeting agendas and minutes • Extended time is provided for literacy instruction as evidenced in master schedule • Improved 5th grade writing test scores
<ul style="list-style-type: none"> • Leverage technology to expedite writing production, publishing, and communication within the content areas (The How, p. 42; The What p. 10). 	<ul style="list-style-type: none"> • Inconsistent use of technology to produce writing 	<ul style="list-style-type: none"> • Expand accessibility to technology for writing • Promote student engagement through creative of technology • Provide keyboarding instruction 	<ul style="list-style-type: none"> • Increased use of technology by teachers as evidenced by lesson plans and classroom observations • Expansion of technological resources as evidenced by purchased orders and budget sheets

Pelham Elementary School: Project Plan: Procedures, Goals, Objectives and Support

PES Needs for Instruction in All Tiers

Needs Identified in Surveys and Data	Action	Who Responsible	Why
<ul style="list-style-type: none"> • Expand technology and print resources for literacy instruction and writing • Extend time for interventions • Professional learning 	<ul style="list-style-type: none"> • Equip all classrooms with appropriate literacy materials and technology to support student success and literacy development. • Develop a master schedule which allows for extended time for RTI instruction. • Teachers will receive training in literacy in the content areas. • Engaging non-fiction books will be purchased to increase student engagement with informational text 	<p>Team/ Administration/ Director of Teaching and Learning</p> <p style="margin-left: 100px;">“</p>	<ul style="list-style-type: none"> • Access to technology will expedite the writing process (The Why, p. 87). • Creative use of technology will promote student engagement through leveraging student interest in social media to teach literacy. (The What, p. 11). • Technology makes data gathering and analysis more efficient (The How, p. 39). • Technology improves communicating data in a timely manner (The How, p. 37). • Sufficient time and consistency of interventions is necessary for effectiveness (The What, p. 12). • Teachers should receive appropriate training in literacy within content areas (The What, p. 13).

Pelham Elementary School: Project Plan: Procedures, Goals, Objectives and Support

Current instructional schedule including tiered instructional scheduling and interventions:

All K-5 students at PES receive 300+ minutes of daily content area instruction and intervention time; they also have a forty-five minute “specials” class, such as art, P.E., and computer lab. The schedule includes a **90-minute literacy block** in which students receive reading, writing, and language instruction. Teachers also embed literacy instruction into the math, science, and social studies classes. During computer lab time, the Odysseyware program is utilized to provide additional content area remediation and/or enrichment.

Below are sample daily schedules:

2nd Grade		4th Grade	
7:30-8:00	Support Nets Targeted Intervention	7:30-8:00	Support Nets Targeted Intervention
8:00-8:30	SPELLING	8:00-9:30	1 st Block – READING/ELA
8:30-10:35	READING	9:35-10:20	Specials
10:35-11:20	Specials	10:25-12:00	2 nd Block – Content (embedded Literacy)
11:20-11:57	WRITING	12:00-12:25	3 rd Block – Content/RTI (explicit Literacy or Math)
11:59-12:30	Lunch	12:30-1:00	Lunch
12:30-1:10	Math	1:05-1:20	Recess
1:10-1:30	Recess	1:25-2:30	3 rd Block cont'd - Content
1:30-2:15	Science/Social Studies (embedded Literacy)	2:30-2:45	AR
2:15-2:45	RTI (explicit Literacy or Math)	2:50-3:00	Dismissal
2:45-3:00	Dismissal		
			*Content classes include math, science, social studies

Pelham Elementary School: Assessment/Data Analysis Plan

Assessment/Data Analysis Plan

At PES, 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 PES. 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	K-5	CCGPS	Upon completion of each unit; Times vary
Formative Assessments (teacher made)	Progress Monitoring	K-5	CCGPS	August-May; Times vary
Reading and Math Universal Screeners	Identify students in need of intervention	K-5	Comprehension; Math Computation	August, January, May
Summative Assessments (CRCT/EOG) (teacher made)	Assess student proficiency on grade level standards	3, 4 & 5	CCGPS	April (CRCT/EOG) August-May in class Times vary for teacher made assessments

Pelham Elementary School: Assessment/Data Analysis Plan

Steps taken, currently, to ensure that students are assessed effectively and teachers are well-trained in administration of and use of 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 PES analyze content/domain student data from the previous school year's CRCT. Grade-level teams meet to discuss student and grade-level performance. Teachers in grades 3-5 conference with students to set goals for the CRCT/EOG.

PES teachers use universal screeners 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 by grade teams consistently. Of course, student progress is assessed frequently on content taught throughout the school year. Teachers are expected to track both formative and summative assessment data to guide.

Pelham Elementary School: Assessment/Data Analysis Plan

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

Current Protocol	SRCL Protocol
A. The current universal screener, DIBELS Next, is used with all students.	A. DIBELS Next will continue to be used with grades K-5. The Scholastic Reading Inventory (SRI) will be given to students in grades 3, 4 & 5.
B. The needs-assessment survey indicated that 20.59% of teachers felt 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 45.83% of teachers felt that RTI is not currently being formally implemented. Problems revealed are inconsistently used in direct placement for instruction or interventions.	C. Online SRI assessment will provide data in a timely fashion to ensure that RTI placement and implementation is completed in an efficient and expedient manner. 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 the 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.

Pelham Elementary School: Assessment/Data Analysis Plan

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 PES Literacy Team (see below). The new SRI assessment will provide universal screener for comprehension for grades 3, 4 & 5 to be administered three times a year.

D. Discontinuing Current Assessments

None will be discontinued, but SRI will be added.

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
- Diagnostic assessments for students shown to have skill deficits

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 PES 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.

Pelham Elementary School: Assessment/Data Analysis Plan

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

- The Director of Teaching and Learning will develop an assessment calendar which will include all tests.
- Universal screeners will be given three times a year.
- The PES leadership 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 SRCL funding for 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 testing.

Pelham Elementary 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)**

<p>Need for shared literacy vision which is owned by school leadership, staff members, students, parents, and community.</p>
<ul style="list-style-type: none"> • Family involvement activities • <i>Ask PTO to approach local organizations and businesses to collaborate with the school in efforts to promote literacy</i>
<p>Need for consistent focus on literacy instruction across the curriculum (in all content areas).</p>
<ul style="list-style-type: none"> • Digital and print content-area texts on various levels aligned to units of study • Texts on various levels (specific focus on student interests and cultural diversity) for classrooms and media center (The Why, p. 60) • Interactive boards for unequipped classrooms (The Why, p. 57) • Consumable materials – notebooks, dividers, paper, toner, markers, poster boards, tabs, etc. • <i>Schedule extended time for implementing literacy instruction in all content areas</i> • <i>Implementation of comprehensive literacy plan focusing on literacy in all content areas</i> • <i>Identify books in media center by Lexile level</i>
<p>Need for a comprehensive, balanced assessment system across all grade levels.</p>
<ul style="list-style-type: none"> • Wireless devices- tablets, laptops, desktop computers • <i>Development of a comprehensive balanced assessment system</i> <ul style="list-style-type: none"> ○ Scholastic Reading Inventory ○ <i>Development and effective utilization of formative/summative assessments (The Why, p. 69)</i> ○ <i>Identify and purchase research-based diagnostic literacy tools</i>
<p>Need for systematic research-based materials, resources, and professional learning for literacy instruction in all grade levels.</p>
<ul style="list-style-type: none"> • Research-based materials for explicit instruction in reading and writing across the curriculum • Wireless devices- tablets, laptops, eReaders for texts at appropriate Lexile levels <ul style="list-style-type: none"> ○ Installation, updating, and maintenance of classroom computers/interactive software • Classroom computers

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

<ul style="list-style-type: none"> ○ Networkable printers
<p>Need for systematic response to intervention protocol, resources, implementation, and monitoring</p>
<ul style="list-style-type: none"> ● 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 ● Research-based intervention materials and/or software with necessary professional learning ● <i>Develop an improved protocol for Response to Intervention</i> ● <i>Maximize use SPED inclusion services in all content areas</i> ● <i>Schedule dedicated time for intervention</i>
<p>Need for professional learning for literacy instruction including all leaders, teachers, and paraprofessionals.</p>
<ul style="list-style-type: none"> ● Professional learning – consultant fees, when necessary; travel expenses, stipends, release time (subs); and materials for literacy instruction in the content areas and in writing <ul style="list-style-type: none"> ○ Travel expenses for conferences ● <i>Develop a protocol for effective use of data for planning instruction, implementing interventions, and monitoring student progress</i> ● <i>Provide professional learning for teachers and administrators on:</i> <ul style="list-style-type: none"> ○ <i>direct, explicit instructional strategies to build vocabulary, comprehension, and writing skills across the curriculum (including ELA, content areas, and math)</i> ○ <i>use of technology for instruction</i> ○ <i>use of Lexiles to guide instruction for students not meeting state requirements</i> ○ <i>strategies for student engagement and motivation</i> ○ <i>differentiation and small group instruction (strategies and classroom management)</i> ○ <i>use of intervention programs</i> ○ <i>the administration and use of SRI to guide placement and instruction in intervention and acceleration</i>

Activities and Resources that Support Literacy Intervention Programs

Available Digital Resources

- K-1st Grade - Lab (20 computers)
- 1st Grade - Mobile cart with 30 netbooks (shared among 6 classrooms)
- 2nd Grade - 1 document projector (ELMO) (shared among 6 classrooms)
- 3rd Grade – 2 document projectors (ELMOs); 5 mounted smartboards with speakers (shared among 6 classrooms)
- 4th Grade - 4 document projectors (ELMOs); 4 mounted smartboards with speakers; 1 Promethean board with 30 Promethean clickers (shared among 5 classrooms)

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

- 5th Grade – 1 document projector (ELMO) (shared among 4 classrooms); 4 mounted smartboards with speakers
- Gifted – 15 computers; 1 mounted smartboard
- 2 School labs (24 & 26 desktop computers)
- 2 iPad carts (30 iPads, 17 iPads) to be share with whole school
- Media center with print and digital materials

Digital/Print Library Resources

- 8 Computer stations
- Cinema-style projector
- Variety of texts at different grade levels (approximately 19 books per pupil which approximates the national average, but does not account for the age, relevance, or variety of text complexities necessitated by the CCGPS)
- Audiovisual materials (CD's and DVD's)

Instructional Strategies 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 all classrooms
- Increased availability of multi levels of informational texts related to content

Current Digital Resources for Each Classroom

- 1-4 Computers in most classrooms
- Ceiling mounted projectors
- Teacher laptop computers

Alignment Plan for SRCL

Pelham City Elementary 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

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

staff at Pelham City Elementary 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: Title I Title IIA Title VI B General Funds E-Rate
Instructional Technology	Computers, tablets, printers, 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 (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

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

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.

Research has shown that 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 supports enhanced engagement in the learning process and self-assessment. Using social media, students have opportunities to write, speak, and listen. Incorporating technology into literacy instruction through the use of eReaders and blogs further enhances student motivation and engagement (The Why, p. 60).

Technology has become a vital part of the learning experience; consequently, professional learning in its effective integration is crucial. The integration of technology into classroom instruction is essential in the implementation of a comprehensive literacy plan and ultimately in the production of students who exceed basic proficiency in literacy skills and are college and career ready (The Why, p. 69).

Pelham Elementary School: Professional Learning Strategies

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, p. 141).

The chart below indicates the percentage of current staff who participated in professional learning in literacy last year. Though PES 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
Science Leadership Academy	20 hrs., release, RESA	5/34 Content
GKIDS Pre-Administration	2 hrs., release, PCS in-house/DOE	7/7 Kindergarten (inc. SPED)
Read Well K-3 Training	9 hrs., release, PCS in-house	All K-3 Academic Teachers (inc. SPED); 2 Adm.; 1 Media Sp.
Building Number Sense K-2	10 hrs., release, RESA	3/17 K-2 Content
SRCL Grant Sessions	2.5 hrs., release, RESA	2/34 Content; 1 Adm.
Schlectly’s Work the Work <ul style="list-style-type: none"> • PAGE Designing Engaging Work Retreat 	32 hrs., release, PAGE <ul style="list-style-type: none"> • 12 hrs., release, PAGE 	*3/34 Content; 1 Adm. <ul style="list-style-type: none"> • *1/34 Content
Written Conversations (Writing Across the Curriculum)	1 hr., release, PCS in-house	9/34 Content; 1 Gifted
What Every Educator Must Know About ADD, ADHD, & Executive Function Deficits	5 hrs., release, RESA	3/34 Content; 1 SPED; 1 Media Sp.
Ordinary Miracles Poverty Training	15 hrs., after school, RESA, in-house	All certified and classified system-wide
Gifted Endorsement	50 hrs. per course, online	2/34 Content
Data Training	15 hrs., after school, post-planning, RESA	*Leadership Team; 1 Gifted
Science Conference	10 hrs., summer, RESA	6/34 Content; 2 Health/PE
ELA GADOE Summer Academy	12 hrs., summer	2/34 Content
PreK Training	Ongoing , release, Bright From the Start	4/4 PreK; 4/4 PreK Para.

*Redelivered to all academic staff

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

Pelham Elementary School: Professional Learning Strategies

- Standards-Based Classrooms
- Understanding Poverty
- New Teacher Mentoring
- Step Up to Writing – Writing Intervention
- Rewards – Reading Intervention
- RACE Strategy for Writing
- Strategies for Successful Co-teaching
- Differentiated Instruction to Engage All Learners
- Odysseyware
- Thinking Maps

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 CRCT and Writing Assessments

Pelham Elementary School: Professional Learning Strategies

- 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 PES'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, PES 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 to promote strong literacy instruction in our school. This plan includes references with building blocks that correlate to the literacy plan

Pelham Elementary School: Professional Learning Strategies

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	<ul style="list-style-type: none"> • PLC documentation and minutes • Implementation checklist/rubrics for each module • CCGPS units • Walk-through observations • Assessment Data • Samples of Students' Constructed and Extended Response Questions
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	
Effective use of assessment data to guide literacy instruction	Spring, 2014 Ongoing	Building Block 3 - B	
Implementation of best practices in disciplinary literacy within content areas (The What, p. 13)	Fall, 2015 Ongoing	Building Block 6 - B	

Pelham Elementary School: Professional Learning Strategies

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	<ul style="list-style-type: none"> • PLC documentation and minutes • CCGPS units • Implementation checklist/rubrics for each module • Walk-through observations • Assessment Data • 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 Elementary School: Sustainability Plan

Pelham Elementary School is committed to ensuring the success of the grant beyond the funding cycle. Sustaining programs and best practices initiated through the grant process is our intent. Funding will be secured from all available sources including local, state, and federal funds, as well as the local business community, whenever possible.

Sustainability	<p>Develop a protocol to ensure the following occurs each year:</p> <ul style="list-style-type: none"> • Review the PES Literacy Plan with all staff • Assign experienced teachers to provide training/mentoring assistance to new staff across all content areas • Ensure that all administrators and instructional support specialists are trained with teachers to ensure implementation of initiatives with fidelity • Provide members of the Board of Education with ongoing information about the need for and progress of the literacy initiatives
Expanding and Extending Lessons Learned	<p>Design protocols to ensure that the following occur each year:</p> <ul style="list-style-type: none"> • Schedule creatively to provide extended planning times once each quarter to allowing for collaborative planning • Encourage sharing of successful literacy practices, resulting in more effective teachers and academic gains for students • Record exemplar lessons for an online professional learning library. • Schedule district- and school-level meetings each year to revisit of the Literacy Plan • Schedule periodic district meetings for administrators to discuss curriculum, best practices in classrooms, and assessment data • Amend Literacy Plan in response to data • Encourage teachers to stay abreast of latest research/strategies • Provide families access to resources (The How, p. 39)
Extending the Assessment Protocol	<p>Create a protocol to ensure the following in successive years:</p> <ul style="list-style-type: none"> • Purchase one-time site license for assessments – • Budget local, state, and federal funds for assessment costs after life of the grant <ul style="list-style-type: none"> ○ Purchase perpetual licenses when possible for assessments • Monitor assessment protocols required for RTI • Establish an Assessment Training Team to ensure assessment protocols to all new staff • Collaborate with SWRESA to provide support/training in successive years
Professional Learning	<p>Establish a protocol to ensure the following:</p> <ul style="list-style-type: none"> • Assign mentors to new staff members • Utilize Comprehensive Reading Solutions website for ongoing professional learning • Utilize resources in SLDS/TRL Links • Develop library of professional books, journals, and online sources • Develop resource pack of professional learning materials for new teachers • Collaborate with/participate in SWRESA trainings

Pelham Elementary School: Sustainability Plan

	<ul style="list-style-type: none"> • Participate in technology professional learning opportunities through SWRESA, vendor offerings and online • Utilize district personnel and teacher leaders to provide in-house redelivery of professional learning
Developing Community Partnerships/ Other Funding Sources	<ul style="list-style-type: none"> • Leverage social media and technology most used by parents and students to accomplish the following: <ul style="list-style-type: none"> • Strengthen communication between schools and afterschool providers through the use of texting, Twitter and other technology options • Continue involvement of stakeholders in informational meetings • Continue to expand Partners in Education (PIE) membership, a partnership between businesses or civic organizations and school • Utilize parent volunteers within schools to provide assistance in classroom and materials/funding, if appropriate <ul style="list-style-type: none"> • Enlist parents to assist with fundraisers for literacy initiatives
Replacing Print Materials	<ul style="list-style-type: none"> • Select programs that do not use consumable materials • Utilize technology to reduce the numbers and expense of print materials • For those materials that do use print: <ul style="list-style-type: none"> • Annually inventory condition of print materials and necessity of replacement • Utilize local, state, and federal money to replace resources when needed
Sustaining Technology	<ul style="list-style-type: none"> • Coordinate purchases of hardware/software obtained with grant funds through the system Director of Technology to prevent duplication • Arrange for regular maintenance of equipment to extend life of hardware, using E-Rate funding to replace hardware, if needed • Renew software and site technology licenses using local/federal funding if product is deemed effective • Budget annual renewal fees from federal and local funds after the life of the grant
Family/Parental Involvement	<ul style="list-style-type: none"> • Coordinate with Title I Parent Involvement Coordinator and District Parent Mentor

Pelham Elementary School: Budget Summary

Budget Summary

Pelham Elementary 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	39%
<p>Year 1:</p> <ul style="list-style-type: none"> • Tablets @ \$500* each, for: <ul style="list-style-type: none"> ○ research ○ skills practice ○ creation of videos to demonstrate learning ○ increased student engagement through increased opportunities for: <ul style="list-style-type: none"> ▪ self-directed learning ▪ project based and cooperative learning <p>Year 1:</p> <ul style="list-style-type: none"> • Laptops @ \$300* each, for: <ul style="list-style-type: none"> ○ improved efficiency of grading and timely responses to student work ○ expediting the writing process <ul style="list-style-type: none"> ▪ improve/learn keyboarding ▪ fluid organization/reorganization of extended writing ▪ spell-check and grammar assistance ○ research ○ interacting through social media ○ individual pacing of online remedial learning <p>Year 1:</p> <ul style="list-style-type: none"> • Interactive Whiteboards and projectors @ \$3,400* each, for: <ul style="list-style-type: none"> ○ Increased opportunity for student participation in the writing and revision process ○ sharing student work ○ viewing exemplars in writing ○ increased student engagement through: <ul style="list-style-type: none"> ○ independent work by students during small group times ○ innovative teaching through online videos and lessons ○ enhanced capacity for demonstrations of complex topics <p>Year 1:</p> <ul style="list-style-type: none"> • Document Cameras @ \$800* each, for: 	\$112,000

Pelham Elementary School: Budget Summary

<ul style="list-style-type: none"> ○ displaying books for read-alouds ○ viewing student work ○ providing a written version of what is being discussed <p>* based on estimates of current prices; every effort will be made to keep costs down</p>	
Updates/Text Resources	17%
Year 1: <ul style="list-style-type: none"> ○ Installation Years 2-5: <ul style="list-style-type: none"> ○ maintenance & updating equipment/interactive software 	\$20,000
Years 1-5 <ul style="list-style-type: none"> ○ Digital texts and print texts on various levels of complexity 	\$30,000
Professional Learning	10%
Years 1-5 with the majority in years 1-3 Professional Learning (to include consultant fees, stipends, substitutes, travel expenses, materials) Professional learning needs: <ul style="list-style-type: none"> ● Literacy instruction across the curriculum (particularly in the content areas) ● Effective writing strategies ● Ensuring fidelity of administration for screening and progress monitoring tools ● Creation of effective progress monitoring assessments for classroom use ● Disaggregation and utilization of data ● Differentiated instruction ● Direct and explicit strategies for reading, language/grammar, vocabulary ● Use and integration of technology to enhance instruction ● Understanding and using Lexiles and text complexity ● Strategies to support EL and SWD subgroups ● Response to Intervention 	\$30,000
Parent Engagement	3%
Home literacy materials	\$5,000
Family involvement opportunities	\$5,000
RTI/Classroom Instructional Resources	30%
Years 1-5 Expand classroom libraries and available texts in media center	\$15,000
Years 1-2	\$1,000

Pelham Elementary School: Budget Summary

Lexile identification of books in media center	
Years 1-5 Classroom consumables to include Read Well materials (in conjunction with general funds)	\$30,000
Years 1-2 Research-based intervention materials and instructional materials for literacy instruction across the curriculum	\$20,000
Years 1-5 Universal screening/assessment and diagnostic literacy tools	\$20,000
TOTAL (based on SRCL Cohort 3 elementary-school per student allocations)	\$288,000

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 PES 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