Comprehensive Needs Assessment
2023 - 2024 District Report

Pelham City

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Team Members

Program	Position/Role	Name
Multiple Program(s)	Superintendent/Assistant Superintendent	Floyd Fort
Multiple Program(s)	Federal Programs Director	Vincent Frosteg
Multiple Program(s)	Curriculum Director	Vincent Frosteg
Multiple Program(s)	School Leader (#1)	Laurie Walton
Multiple Program(s)	School Leader (#2)	Sakita Ross
Multiple Program(s)	Teacher Representative (#1)	Nick Snellgrove
Multiple Program(s)	Teacher Representative (#2)	Kimberly Wilkins
McKinney-Vento Homeless	Homeless Liaison	Cindy Smith
Neglected and Delinquent	N&D Coordinator	N/A
Rural	REAP Coordinator	Vincent Frosteg
Special Education	Special Education Director	Laron Smith
Title I, Part A	Title I, Part A Director	Vincent Frosteg
Title I, Part A	Family Engagement Coordinator	Cindy Smith
Title I, Part A - Foster Care	Foster Care Point of Contact	Cindy Smith
Title II, Part A	Title II, Part A Coordinator	Vincent Frosteg
Title III	Title III Director	Vincent Frosteg
Title IV, Part A	Title IV, Part A Director	Vincent Frosteg
Title I, Part C	Migrant Coordinator	Vincent Frosteg

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant Superintendent	Laron Smith
Multiple Program(s)	Testing Director	Vincent Frosteg
Multiple Program(s)	Finance Director	Ashley Adams
Multiple Program(s)	Other Federal Programs Coordinators	
Multiple Program(s)	CTAE Coordinator	Susan Prince
Multiple Program(s)	Student Support Personnel	Dera Harkins

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Principal Representatives	Sara Wingate
Multiple Program(s)	High School Counselor / Academic Counselor	Josi Lewis
Multiple Program(s)	Early Childhood or Head Start Coordinator	
Multiple Program(s)	Teacher Representatives	Lucresha Silas
Multiple Program(s)	ESOL Teacher	Ashley Marsh
Multiple Program(s)	Local School Governance Team Representative (Charter Systems only)	Destiny Glass
Multiple Program(s)	ESOL Coordinator	Vincent Frosteg
21st CCLC	21st CCLC Program Director	
21st CCLC	21st CCLC Site Coordinator or Data Specialist	
Migrant	Preschool Teacher	
Special Education	Student Success Coach (SSIP)	Sherry Horge
Title II, Part A	Human Resources Director	Shawn Harrell
Title II, Part A	Principal Supervisors	
Title II, Part A	Professional Learning Coordinators	
Title II, Part A	Bilingual Parent Liaisons	
Title II, Part A	Professional Organizations	
Title II, Part A	Civil Rights Organizations	
Title II, Part A	Board of Education Members	Patti Adams
Title II, Part A	Local Elected/Government Officials	Christian Drake
Title II, Part A	The General Public	April Brooks
Title III	Refugee Support Service Staff	
Title III	Community Adult ESOL Providers	
Title III	Representatives from Businesses Employing Non-English Speakers	
Title IV, Part A	Media Specialists/Librarians	Teresa Rackley
Title IV, Part A	Technology Experts	Charlie Maison
Title IV, Part A	Faith-Based Community Leaders	Harold Smith

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Required Stakeholders

Program	Position/Role	Name
Multiple Program(s)	Students (8th - 12th grade)	Derrion Harris
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	NA
Title I, Part A	Parent Representatives of Title I Students	Tamara Tyson
Title I, Part A - Foster Care	Local DFCS Contacts	Vickie Jackson
Title II, Part A	Principals	Sara Wingate
Title II, Part A	Teachers	Neil White
Title II, Part A	Paraprofessionals	Yashika Holton
Title II, Part A	Specialized Instructional Support Personnel	Millie Truluck
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Christian Drake
Title III, Part A	Parents of English Learners	Maria Pacheco

Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA Personnel	Jennifer Hand
Multiple Program(s)	Technical, College, or University Personnel	Janis Carthon
Multiple Program(s)	Parent Advisory Council Members, School Council Parents, Parent - Teacher Association or Parent - Teacher Organization Members	JT Thompson
21st CCLC	21st CCLC Advisory Council Members	
Migrant	Local Head Start Representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	Isabel Lopez
Migrant	Local Farmer, Grower, or Employer	
Migrant	Family Connection Representatives	Jessica Jennings

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local Migrant Workers or Migrant Community Leaders	
Migrant	Farm Worker Health Personnel	
Migrant	Food Bank Representatives	
Migrant	Boys and Girls Club Representatives	
Migrant	Local Health Department Representatives	Christy Dixon
Migrant	ABAC MEP Consortium Staff	Maria Velasquez
Migrant	Migrant High School Equivalence Program / GED Representatives	
Migrant	College Assistance Migrant Programs	
Neglected and Delinquent	Residential Facility(ies) Director(s)	
Special Education	Parents of a Student with Disabilities	April Brooks
Special Education	Parent Mentors	Debra Forsberg
Title II, Part A	School Council Members	JT Thompson

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?	The district leadership team is comprised of teacher representatives from all schools in addition to assistant principals, district administrators, and district support staff (Academic Coaches). The team meets monthly to review progress towards district goals. As part of the comprehensive needs assessment process, the team was divided into groups and were asked to solicit feedback from all teachers and community stakeholders. Representatives from all school levels were included in the team meetings. In addition, personnel from other departments including school nutrition, technology, Exceptional Education, maintenance, transportation, and parent groups, as well as paraprofessionals and members of each school's Student Government were included in order to form an inclusive group with varied perspectives.

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Input from stakeholders was gathered through surveys completed throughout the year. Survey opportunities, both paper-and-pencil and digital were made available at all parent events, in the Parent Involvement Resource Center, and in the front offices of each school. Information regarding the CNA and District Improvement Plan was made available at the Spring Parent Academies both virtually and in hard copy. Feedback was requested through an online form and through a paper and pencil feedback form. There were 5 district-wide Parent Chats and Parent Academies throughout the year that to solicit feedback from parents and input in the development of the parent engagement documents (compacts, plan, etc). These were held both digitally and in-person. The public was invited for a stakeholder input/feedback session in the spring. (Personalized invitations were sent to key external stakeholders.) Finally, the documents were posted on the district website for public comment. Throughout the year, the Pelham City Schools district hosts Community Work Sessions and other parent engagement activities, in which we are constantly

	asking for input to help us identify our strengths, weaknesses, opportunities, and threats.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
1. Exemplary	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capcity of school staff to lead curriculum design efforts.	
2. Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	✓
3. Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
4. Not Evident	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
1. Exemplary	A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	
2. Operational	The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	✓
3. Emerging	The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
1. Exemplary	The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	
2. Operational	The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	✓
3. Emerging	The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
1. Exemplary	The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
2. Operational	The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
3. Emerging	The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
1. Exemplary	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	✓
2. Operational	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	
3. Emerging	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
4. Not Evident	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
1. Exemplary	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	✓
2. Operational	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently.	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
1. Exemplary	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
3. Emerging	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
4. Not Evident	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
3. Emerging	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
4. Not Evident	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
1. Exemplary	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, buy may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations.	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	

Leader Keys Effectiveness System- Standard

Standard	Score
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
1. Exemplary	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	✓
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
3. Emerging	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
4. Not Evident	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	✓
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	✓
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
1. Exemplary	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	✓
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
1. Exemplary	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
2. Operational	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
3. Emerging	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
4. Not Evident	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
1. Exemplary	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	✓
2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
1. Exemplary	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	✓
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
1. Exemplary	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. School Climate: The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. Organizational Management: The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. Human Resources Management: The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
6. Teacher/Staff Evaluation: The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
7. Professionalism: The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
8. Communication and Community Relations: The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Leader Keys Effectiveness System rubric. 	

Teacher Keys Effectiveness System- Standard

Standard	Score
1. Professional Knowledge: The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	
2. Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	
3. Instructional Strategies: The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	
4. Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	
5. Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	
6. Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	
7. Positive Learning Environment: The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	
8. Academically Challenging Environment: The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	
9. Professionalism: The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	
10. Communication: The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	
Note: State calculations not completed for 2020-2021, 2021-2022, and 2022-2023. Use local data as needed. Visit GaDOE Teacher and Leader Effectiveness webpage for the Teacher Keys Effectiveness System rubric. 	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	Data gathered from surveys (parents, community, personnel, and climate) and classroom observations was analyzed and used as perception data. Informal relationship data (dot charts, affirmation cards) were used to identify students who did not have a relationship with a mentoring adult in the school, and teachers were assigned to mentor that student.

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Parents/Community: Perception data indicates that parents and the community support our system and are satisfied with the education being provided, although they feel like they should have more input into school decisions. However, when nominations were requested for School Governance Teams, no parents submitted their names to be members of SGTs. Other perception data gathered from surveys agrees with the previous assumption. Over ninety percent of respondents agree that they feel welcome in the schools, 85% agree that the district effectively prepares students for post-secondary opportunities, and 91% believe the system has effective teachers and leaders. In addition, there was strong support (88-95%) that Pelham City Schools provides a safe, clean, positive environment; well-rounded education with expanded learning opportunities and civic participation; and communicates well with all families and the communities. Personnel: Based on survey data, personnel value stipends, the availability of resources and technology, and recognition for their hard work. Classroom observations and survey responses indicate the need to implement programs and interventions consistently and for there to be accountability for this implementation. Staff members indicated the presence of full- and part-time interventionists, and the presence of student and teacher technology as vital in the education of their students. In addition, teachers identified the following PL needs: Differentiated Instruction, Increasing Rigor/Challenging Gifted Students, Writing, Reading Strategies, and Accommodating All Learners (including specialized training in special education/inclusion, behavior management, IEP writing, and autism). Small class sizes, the availability of interventionists, and the availability of technology were identified as an important factor in the retention of highly effective personnel as well as beneficial to the students. Parent involvement was the lowest rated domain in the survey. The personnel survey also indicated the need have full-time Literacy and Math coaches in schools on a regular basis. Climate: All 3 schools use the Capturing Kids' Hearts model for building relationships and maintaining a positive school climate. The district is also a PBIS district and uses this framework for ongoing monitoring of discipline

	data. Major office referrals have decreased in the last year, after seeing a slight spike due to students returning to a more ritualized form of learning following COVID. Classroom Observations: TKES data and district focus walks indicate the need for a more consistent and monitored implementation of district initiatives and curriculum programs. Some data indicates a lack of accountability for teachers. Focus Walk and Impact Check data also revealed that differentiation and the use of assessment data for planning continues to be a high need in the district.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	Classrooms in Pelham City Schools follow the Standards-Based Classroom Instructional Framework. Process data was collected during TKES observations and district focus walks. The following questions were considered while reviewing process data: What is the content being taught (curriculum)? How is it being taught (instruction)? How will quality control and best practices be ensured (evaluation)? How will we know students mastered what was taught (assessment)? Does the curriculum and instruction adhere to educational standards (alignment)? What tools are needed to ensure student success (materials)? What practices and programming will assist struggling students (intervention)? How are logistical and administrative concerns addressed (administration)? Other process data was collected by reviewing how meetings (grade/dept level, leadership, district, etc) and professional learning communities

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	The process data helped us identify areas in which we are in compliance but not yet effective. For example, it is evident that teachers use the standards-based classroom instructional framework and teach the Georgia Standards of Excellence or Georgia Performance Standards (depending on their content area); however, the means (process) being used to do so are not the most effective. Areas for improvement include the following: ● Students generating word walls and using the words to increase vocabulary ● Consistency and monitoring of implementation ● Use of assessment data to inform instruction

What achievement data did you use?	Formative (universal screeners and benchmarks) and summative (ACCESS, EOG, EOC, GAA, GKIDS) assessment data was used to review strengths, weaknesses, and gaps in achievement. In addition, course grades, SAT/ACT scores, college credits, and the 4-yr and 5-yr cohort graduation rates were reviewed.

What does your achievement data tell you?	The formative data being collected aligns with the summative data; therefore, if we do a better job of using the formative assessment data to inform our instruction--remediation and acceleration--then we should be able to increase our summative scores. As a district, Literacy scores were down in all grade levels. Third, fourth, and fifth grades show the most significant declines in ELA scores. While middle grade scores were better, they have not reached the levels they were in SY19. American Literature scores at the high school have also declined. This indicates a need to refocus our instructional efforts in Literacy across the district. While Math scores remained relatively steady, there is a need to continue to focus on curriculum in Math with new standards being rolled out in the coming years.

What demographic data did you use?	Student demographic data including race, gender, program participation (gifted, special education, migrant, ESOL) attendance, and discipline was used to identify strengths, weaknesses, and gaps. Since Pelham City Schools participates in CEP, all students are classified as "Economically Disadvantaged."

What does the demographic data tell you?	Our demographic data tells us that our gifted, special education, and black students are under-performing in the area of content mastery/achievement. Gaps between our SWD and regular education as well as gaps between black and white students exist in terms of achievement.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	All schools have implemented a standards-based classroom and focus on collaborative planning and the use of common and formative assessments. Regular district focus walks and impact checks (monthly) and TKES evaluations are used to collect data regarding the quality of instructional delivery. This data is then used to provide coaching and school-based professional learning. Teachers have opportunities to ask for and receive help from peers, coaches, coordinators, and administrators. Additional work is needed in the area of interpreting the data once collected and addressing student needs through differentiated instruction, lesson planning, and intervention. Pelham City Schools is part of the MEP consortium and works closely with ABAC to provide timely, coordinated services based on Migrant student data when migrant students need additional help. In the past, this collaboration has demonstrated academic successes in improving migrant students' literacy skills.

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The team identified GLISI, district focus walks, school leadership teams, and district leadership teams as trends observed for effective leadership. Moving forward, it is believed that by continuing monthly district focus walks, impact checks, and leadership meetings, needs of students, teachers, and leaders will be identified. Improving literacy is the primary focus of Pelham City Schools under the direction of the district literacy team and District Literacy Coach which meets quarterly. The members of this team will help lead the literacy initiatives at each of their schools. Data also indicates the need to more closely monitor the strategies and practices implemented by the Academic Coaches. A cohesive plan for administrative monitoring will need to be developed to ensure all teachers are using the same high-impact strategies.

Strengths and Challenges Based on Trends and Patterns

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The team believes that Pelham City Schools is moving from Operational to Exemplary in the area of Professional Capacity. Time and other resources are devoted to on-going job-embedded PL, including the hiring of academic coaches and a system instructional support specialist, as well as participation in PL grant opportunities. The use of additional PL days throughout the year helps staff to recognize and believe that professional learning is directly correlated to student achievement.

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	PCS offers many events for parents and community members to attend and provide input for the district and be active decision makers; however, there is very little specific feedback. According to survey results, parents and community members feel welcomed in the schools and feel as though the district communicates well and involves other stakeholders. Data from survey results indicate that parents utilize the phone messaging system (One Call Now), Remind, ClassDojo, websites, social media, texts, newsletters, and their children for communication. Work and childcare are the primary reasons that parents state that they are not able to attend events at the schools. The majority of parents responded that they had been given the opportunity to participate in the planning and implementation of the parental involvement program at their child's school; fewer than 20% of respondents indicated they had not participated in any parent involvement activity within the last year, and over half indicated they had only participated once or twice. Moving forward, PCS will continue to offer activities/events to involve parents and community members at a variety of times to accommodate different schedules in both virtual in in-person formats. The system will utilize resources to provide childcare when possible, such as the high school Beta Club and FCCLA. Also, electronic versions of resources provided at workshops/activities (some videos of meetings) will be posted on websites and/or social media for parents to access at their leisure(**91% of respondents indicated they have reliable internet access**). Feedback will also be solicited online. For the 2023-2024 school year, Pelham City Schools will add 4 half days to the school calendar specifically for parent-teacher conferences and family engagement opportunities.

Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	The team recognized strong leadership, data-driven decision making, and the availability of interventions and resources in the area of supportive learning environment. The expansion of GA Pines services, implementation of PBIS and Capturing Kids' Hearts, and the additional after school programs (after school tutoring at all schools and Upward Bound at the high school) will further strengthen our supportive learning environment. The team also recognized the need to continue to reach out to parents and community members to make them even more involved in our schools.

Strengths and Challenges Based on Trends and Patterns

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Pelham City Schools is in a rural, impoverished area of Southwest Georgia in which there is little industry, housing, and entertainment. Due to the location and demographics, it is difficult to recruit teachers who are not from this area. Due to the limited financial resources (low tax base, decreased state/federal funding), it is a challenge to provide monetary incentives for working in Pelham City Schools. It is also a challenge to offer the programs needed to sustain our improvement efforts. As we hire new teachers it is important that we provide them the support (PL) and resources that we can to set them up for success during their induction phase. It is also important that we identify the most at-risk students who may not have a strong foundation, and provide support nets to close the achievement gap between them and their counterparts. We must also find ways to accelerate our gifted and higher achieving students, while getting our SWD subgroup performing on grade level.

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Based on the most previous data, there is a pattern of weakness in our reading/literacy skills district-wide. According to Acadience scores, students are entering kindergarten in need of intervention. Our black and SWD subgroups consistently demonstrate a gap in all content areas, except for those in which all students perform well. In addition, our gifted and other high-achievers are not performing at the levels in which they are expected to perform. It is evident that there is a need for academic coaches to provide coaching/modeling to our reading teachers and other content areas. Additional supports and interventions are needed for our SWD, black, and male students. Finally, the gifted and higher achievers need more rigor and higher expectations.

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	The district uses GOIEP to improve compliance and has fully implemented ASPIREwhich will increase student and parent participation in the IEP process. The graduation rate for SWDs has outperformed the state target over the last three years. Class schedules throughout the district include extended learning time for SWDs. The District Leadership/GLISI team includes administrators and classroom teachers from the Exceptional Education department.

IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Challenges	In Pelham City Schools, the percentage of the students with disabilities population who are intellectually disabled is nearly double the state average. It is extremely difficult to hire certified special education teachers due to our rural location. A significant achievement gap exists between students with disabilities and other subgroups. In addition, our students with disabilities have a higher absenteeism rate than the all students subgroup. The district has limited post-secondary opportunities for students with disabilities.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths	Standards-based classrooms are evident in all schools. Math scores have improved over the years, especially at grades 3-5; a trend we attribute to the math coaching and PL that has been available. Classroom teachers are committed to making changes to impact academic areas, especially in Literacy. SY23 data indicates that student attendance has rebounded when compared to previous "COVID years;" however, attendance has still not reached the level of SY21.

Challenges	Achievement gaps continue to exist across the board in Literacy, requiring the need for additional instructional supports in the forms of interventionists, paraprofessionals, computer-lab assistance, instructional technology software programs (MyPath, Progress Learning, IXL, and Edgenuity), instructional technology hardware (desktops and Chromebooks, interactive displays), after school tutoring, and summer school. The majority of our students are still not scoring at the "beginning learner" designation. Almost 65% of our students are reading below grade level in grades 3-8. We have also struggled with increasing rigor for our higher achieving students due to the gaps with our lowest quartiles. Additional differentiated instruction is needed in the classroom.

Title I, Part A - Foster Care

Strengths	The Foster Care Transportation Plan has been developed. Our Parent Involvement Coordinator also serves as the Foster Care Point of Contact. She will work with DFACS, the transportation director, Director of Teaching and Learning (Fed. Programs), school administrators, and counselors to ensure the least amount of disruption possible. Pelham City Schools has a minimal amount of Foster Care students.

Challenges	Funding for foster care transportation and other needs are a challenge. There is only one school per grade span, so if students are placed in foster care, it may mean that students need to be transported to another district in order to minimize educational disruptions.

Title I, Part A - Parent and Family Engagement

Strengths	PCS employs a full-time Parent and Family Engagement Coordinator. She has excellent rapport with parents, community members, and school administrators and staff. Many parent involvement activities and workshops are offered throughout the year, both virtually and in-person. Attendance is great for events involving student activities/performances such as Math Fest, Science Fair, Pastries for Parents, Grandparents Night, and lunch with students. There is a core group of volunteers who work in the school regularly.

Challenges	Two-way communication continues to be a challenge in Pelham City Schools. Although parents of children in the younger grades come to events, it is difficult to encourage parents to come to workshops to help them in their child's education. Many teachers, especially in the upper grades, use Remind for parent notification; however, parents must self-select to sign up and often do not. More information needs to be provided to parents via the school and district websites. We would like to increase community and parent/family stakeholder input in the development/revision of documents. In an effort to do so, the Parent Involvement Coordinator is scheduling times to visit different businesses in the community that employ parents of our students. She will be available during their lunch/break to meet with and gather feedback from parents and community members.

Title I, Part C - Education of Migratory Children - Describe your LEA's strengths and challenges in meeting the unique educational needs of its migratory students, preschoolers, dropouts, and out-of-school youth. (Responses from an LEA served through the Abraham Baldwin Agricultural College [ABAC] consortium are needed in order to develop consortium services, including those LEAs without currently identified children. If no migrant children have been enrolled for the past three consecutive years, the LEA should state this to explain why strengths and challenges cannot be identified.)

Strengths	Pelham City Schools works closely with ABAC in providing academic services to MEP participants when the district has students identified as migrant students. Past K-12 academic data shows that the ABAC partnership provides the most growth for MEP identified students in the area of literacy.

Challenges	In previous years, it has been difficult to find after-school tutors for those migrant students who are identified as Priority for Services (PFS).

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	LEA does not receive Title I, Part D funds at this time.

Challenges	LEA does not receive Title I, Part D funds at this time.

Title II, Part A - Supporting Effective Instruction

If transferring 100% of Title II, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title II, Part A funds."

Strengths	Pelham City Schools will transfer 100% of Title II-A funds and carryover to Title I-A.

Challenges	Pelham City Schools will transfer 100% of Title II-A funds and carryover to Title I-A.

Language Instruction for English Learners and Immigrant Students

Describe your LEA's strengths & challenges in educating English Learner & Immigrant students based on trends and patterns in EL subgroup achievement and progress towards English proficiency.● If the LEA does not receive Title III, Part A funds, describe the strengths and challenges of serving English learners in the LEA through state and local resources (the state funded ESOL Language Program).
● If the LEA receives Title III, Part A funds, describe the strengths and challenges of both the ESOL and Title III, Part A language instruction educational programs.

Strengths	ESOL teachers provide support to regular education teachers and training on WIDA standards in order to enhance their ability to provide language instruction in the regular classroom.

Challenges	Scheduling pull-out and/or push-in services is a challenge because we have one ESOL teacher serving all elementary and middle school students. Communication with EL parents is a challenge. For the most part, our EL students perform well; however, we have poor attendance at EL parent meetings. During SY23, the district enrolled a larger than average number of students arriving the US for the first time. Currently, there are 4 students enrolled in the district who are complete non-English speakers. These students speak an Indian dialect that it is difficult if not impossible to find a translator for.

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	LEA does not regularly receive Title IX, Part A funds at this time; however, there is a homeless set-aside in Title I and additional homeless funds were made available through the CARES Act and ESSER. Pelham City Schools' Parent Involvement Coordinator also serves as the Homeless Liaison. The Homeless Liaison posts the required information regarding the conditions that may qualify a family for being classified as homeless and information is shared throughout the year at meetings, in newsletters, and on the district website. All employees receive training on homelessness at the beginning of each school year. In addition school registrars and bus drivers receive more in-depth training as they are on the forefront of meeting parents and/or observing living conditions and pick up, drop off locations. If a student returns the Homeless Questionnaire with a status of homelessness being selected or a staff members submits a referral, the homeless liaison follows up with the family. Once positively identified, the family is referred to community resources and offered assistance with purchasing school uniforms and/or school supplies using the set-aside. Teachers are also asked to identify needs students may have.

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Challenges	LEA does not receive Title IX, Part A funds at this time; however, it is a challenge to identify homeless students. If identified, it can be difficult to assist homeless families in accessing resources and/or knowing what services are needed.

Title IV, Part A - Student Support and Academic Enrichment

If transferring 100% of Title IV, Part A, INSERT the following statement in the STRENGTHS/CHALLENGES: "100% transfer of FY24 Title IV, Part A funds."

Strengths	Pelham City Schools will transfer 100% of Title IV-A funds to Title I-A.

Challenges	Pelham City Schools will transfer 100% of Title IV-A funds to Title I-A.

Title I,Part A - Equitable Access to Effective Educators

Strengths	Pelham City strives to provide all students with equitable access to effective educators by ensuring that a student is not assigned to an ineffective teacher two consecutive years. The district reviews TKES, EOG/EOC, certification, attendance, and years of experience in determining teacher effectiveness. In addition, all 3 schools use the same core reading, math, and science programs among all teachers in all grades to ensure that students are provided a consistent, viable curriculum. Since there is only one school per grade span, the educators we do employ are equitably distributed.

Challenges	It is a challenge to recruit highly effective educators; therefore, we must provide leadership and professional learning that can move an ineffective teacher to an effective teacher. Also, in middle and high school, there are some content areas that only have one teacher. The System Instructional Support Coordinator and academic coaches are instrumental in providing job-embedded professional learning to these educators that need "coaching up."

Title V, Part B - Rural Education

Strengths	Pelham City Schools has access to software programs that can be used to engage, remediate, and accelerate students during the educational process.

Challenges	Recognizing that teachers are the most effective instructional resource, it is sometimes difficult to use instructional time for software. However, many of the programs can be used by teachers to supplement and/or engage students during their instruction or be used during independent small group rotations.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	#1 Improve student proficiency in all content areas.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	We need to move "Developing Learners" to proficient in all content areas. By increasing overall literacy, there should be a positive impact on all content areas.

Overarching Need # 2

Overarching Need	#2 Increase or maintain school climate star rating score.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	The more positive the school climate, the greater the student achievement.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - #1 Improve student proficiency in all content areas.

Root Cause # 1

Root Causes to be Addressed	Teachers do not analyze and use data to effectively plan instruction, including differentiating for students with disabilities and high-achieving students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Teachers need additional PL and resources to personalize learning (differentiate instruction), increase rigor, address student learning gaps, and make instruction equitable across the district.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - #2 Increase or maintain school climate star rating score.

Root Cause # 1

Root Causes to be Addressed	Teachers do not know how to teach appropriate student behavior and remediate inappropriate behavior without exclusionary practices. Teachers need professional learning, resources, and materials to build student relationships to positively impact behavior, reduce the amount of exclusionary discipline practices, and facilitate social-emotional learning.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	There are limited alternatives to referring students to the office. Teachers need additional PL in building student relationships and implementing PBIS/classroom management strategies within their classrooms to better reach all students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

District Improvement Plan
2023 - 2024

Pelham City

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Pelham City
Team Lead	Vincent Frosteg
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)
Transferability of Funds (ESSA Sec. 5103). If applicable, check the box and list the program(s) where funds are being transferred. Refer to the Federal Programs Handbook for additional information and requirements.	
Transfer Title II, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Transfer Title IV, Part A to:	Title I, Part A
Cumulative Percentage of Allocation to be Transferred to the Selected Grant(s)	100%

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

DISTRICT IMPROVEMENT PLAN

2 ED - Flex Waiver

Do you need a waiver?	No

3. DISTRICT IMPROVEMENT GOALS

3.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	#1 Improve student proficiency in all content areas.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers do not analyze and use data to effectively plan instruction, including differentiating for students with disabilities and high-achieving students.
Root Cause # 2	Teachers need additional PL and resources to personalize learning (differentiate instruction), increase rigor, address student learning gaps, and make instruction equitable across the district.
Goal	By the end of the 2023-2024 school year, the percent of students scoring at Proficiency and Above on the GA Milestones in each EOC/EOG content area will increase by at least 5 percentage points.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)

Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	3 4 5 6 7 8
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Utilize instructional coaches/coordinators, School Improvement Specialists, and interventionists to provide PL to teachers to meet teachers' and students' needs.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	PLC Agendas and Sign In Sheets, Focus Walk and Impact Check summary data and coaching feedback forms, formal and informal observation feedback forms (TKES, Focus Walks, Impact Checks), weekly lesson plan review during PLCs
Method for Monitoring Effectiveness	formative and summative data; impact checks; teacher survey; focus walks
Position/Role Responsible	System Instructional Support Coordinator, academic coaches, School Administrators, Director of Teaching and Learning
Evidence Based Indicator	Strong

Timeline for Implementation	Weekly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Professional learning through Southwest Georgia RESA, Albany State University, and provided by instructional coaches and School Improvement Specialists.

Action Step # 2

Action Step	Analyze student performance data (formatives) to inform instruction--remediation, support nets, acceleration.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Data digs using universal screeners, progress monitoring, benchmarks, standard checks, formative assessments, classroom grades, impact checks
Method for Monitoring Effectiveness	School & district leaders will lead data digs into student performance data.
Position/Role Responsible	School Administrators, System Instructional Coordinator, Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 3

Action Step	Employ staff to provide Support Nets in computer labs and/or classroom settings.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Staff Roster, Master Schedule
Method for Monitoring Effectiveness	Principals and Central Office staff will analyze master schedule and staff placement to ensure opportunities are leveraged in computer lab and classroom settings; classroom performance data
Position/Role Responsible	Superintendent, Director of Teaching and Learning, Principals, Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 4

Action Step	Purchase instructional software programs and other resources to supplement direct instruction in small and whole group settings.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Software usage reports, student progress, lesson plans, impact checks/focus walks
Method for Monitoring Effectiveness	Usage reports from software programs will be analyzed to monitor student progress. Reports measuring time in the program can be correlated to classroom performance.
Position/Role Responsible	Director of Teaching and Learning, Principals, Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE PBIS Staff

Action Step # 5

Action Step	Employ class-size reduction teachers to enhance use of flexible grouping and other evidence-based practices.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas and Sign In Sheets, Focus Walk and Impact Check summary data and coaching feedback forms, formal and informal observation feedback forms (TKES, Focus Walks, Impact Checks), weekly lesson plan review during PLCs
Method for Monitoring Effectiveness	The master schedule will be analyzed to maximize opportunities for best practices.
Position/Role Responsible	Superintendent, Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Yearly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 6

Action Step	Observe classrooms for quality instruction and fidelity. Provide feedback to teachers.
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	District Focus Walks, TKES Walkthroughs/Conferences, Peer Observations
Method for Monitoring Effectiveness	Feedback will be provided in ongoing coaching meetings. The Instructional Support Coordinator will monitor implementation and growth using the focus walk or impact check form.
Position/Role Responsible	District Leadership Team, System Instructional Support Coordinator, Academic Coaches
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

Action Step # 7

Action Step	Provide PL to build teacher and leader capacity: GLISI, Endorsements, PLCs, LAPP, UPPI, GACE testing for additional certification(s).
Funding Sources	Title I, Part A Title V, Part B
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PL Agendas, Sign In Sheets, Registration
Method for Monitoring Effectiveness	Perception data from teacher surveys will be collected and analyzed. Focus walk and impact checks will be used to monitor the use of learned strategies.
Position/Role Responsible	Superintendent, Director of Teaching and Learning, Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Use partnerships with higher education institutions to provide Professional Learning for teachers and leaders using the UPPI model. This will develop personalized learning opportunities not only for teachers and leaders using the ADDIE model.

Action Step # 8

Action Step	Conduct parent and family engagement activities aimed at providing academic support to their students.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Parent Event Agendas, Resources, Sign In Sheets
Method for Monitoring Effectiveness	Perception data collected from parent surveys will be collected and analyzed.
Position/Role Responsible	Director of Teaching and Learning, Parent Involvement Coordinator
Evidence Based Indicator	Strong

Timeline for Implementation	Quarterly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. DISTRICT IMPROVEMENT GOALS

3.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	#2 Increase or maintain school climate star rating score.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers do not know how to teach appropriate student behavior and remediate inappropriate behavior without exclusionary practices. Teachers need professional learning, resources, and materials to build student relationships to positively impact behavior, reduce the amount of exclusionary discipline practices, and facilitate social-emotional learning.
Root Cause # 2	There are limited alternatives to referring students to the office. Teachers need additional PL in building student relationships and implementing PBIS/classroom management strategies within their classrooms to better reach all students.
Goal	By the end of the 2023-2024 school year, each school's climate star rating score will increase by 2% or the school will maintain a 5 star rating.

Equity Gap

Equity Gap	Discipline OSS Identify Subgroups and grade level spans

Content Area(s)	Other : Discipline
Grade Level Span(s)	K 1 2 3 4 5 6 7 8 9 10 11 12 NA
Subgroup(s)	Race / Ethnicity / Minority

Equity Gap

Equity interventions	EI-9 Evaluate and monitor the working environment in support of a positive school climate

Action Step # 1

Action Step	Each school will fully implement classroom PBIS. Each school will provide PL on building student relationships. Conduct parent workshops centered around discipline, behavior expectations, and a positive school climate. Purchase SWIS to monitor discipline referrals and conduct data digs. Purchase materials and resources to facilitate social-emotional learning and relationship-building.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PBIS School Team meeting agendas, minutes, sign in sheets, Behavior Matrix
Method for Monitoring Effectiveness	Analysis of SWIS data
Position/Role Responsible	PBIS District Coordinator, School PBIS Teams, Principals
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Action Step # 1

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Southwest Georgia RESA, GaDOE PBIS Staff, Flippen Group (Capturing Kids' Hearts)

Action Step # 2

Action Step	Provide PL on on classroom management, Thinking Maps, relationship building, positive learning environment, and instructional strategies to impact instruction and achievement.
Funding Sources	Title I, Part A Title V, Part B
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	PLC Agendas and Sign In Sheets, Focus Walk and Impact Check summary data and coaching feedback forms, formal and informal observation feedback forms (TKES, Focus Walks, Impact Checks), weekly lesson plan review during PLCs
Method for Monitoring Effectiveness	Review of SWIS discipline data.
Position/Role Responsible	Director of Teaching and Learning, Principals, System Instructional Support Coordinator, Assistant Principals, Academic Coaches
Evidence Based Indicator	Strong

Action Step # 2

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	No

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	SWGA RESA, Flippen Group (Capturing Kids' Hearts)

Action Step # 3

Action Step	Implement behavior interventions in RTI and progress monitor. Provide mental health services on campus through Georgia Pines GAP. Provide opportunities for social-emotional learning and relationship-building.
Funding Sources	Title I, Part A Title V, Part B IDEA
Subgroups	N/A Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	RTI files, Check In Check Out, GA Pines Referrals
Method for Monitoring Effectiveness	Review of SWIS discipline and RTI data.

Action Step # 3

Position/Role Responsible	Director of Teaching and Learning, Counselors, RTI Coordinators, School Administrators, GA Pines
Evidence Based Indicator	Strong

Timeline for Implementation	Monthly

Does this action step support the selected equity intervention?	Yes

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Georgia Pines

4. REQUIRED QUESTIONS

4.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

Coordination of Activities

Describe how the LEA ensures ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A Children in Foster Care; Title I, Part A Family School Partnerships; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B).	Pelham City Schools (PCS) actively seeks input, feedback, and participation from both internal and external stakeholders on all Title- and federal-based programs and initiatives (Title I, Part A; Title, Part A Children in Foster Care; Title I, Part Family School Partnerships; Title II, Part A; Title IV, Part A; Title V, as well as ESSER/CARES funding) to ensure that all district activities are coordinated alongside community events. The Pelham City Schools Charter System district governance team includes local business leaders, and members of the faith-based community. The district hosts Community Work Sessions two to three times a year and a T-I Annual Meeting in the fall. Two district leadership teams meet monthly: Principals and Directors, District Leadership Team. Both teams, as well as school governance teams; business partners; civic organizations; RESA; and Albany State University, were involved in the CNA process. The district leadership team was asked to work with their school leadership teams to solicit feedback from all teachers and other stakeholders. Representatives from all school levels were included in the team meetings. In addition, personnel from other departments including school nutrition, technology, maintenance, transportation, and parent groups were included in order to form an inclusive group with varied perspectives. Input from stakeholders was gathered through surveys. The Parent Involvement Coordinator also set up meetings within local businesses to solicit feedback from employees who are parents of students in Pelham City Schools or those employees who are community members. Finally, the documents were posted on the district website for public comment. Updates were communicated to the district leadership team and board members at the Board Retreat.

Serving Low Income and Minority Children

Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by:1. ineffective teachers 2. out-of-field teachers 3. inexperienced teachers (Please specifically address all three variables)	Pelham City School district ensures that low income and minority students are not taught more frequently by ineffective, inexperienced, and/or out-of field teachers more frequently (or at a disproportionate rate) than other students. Due to the size of Pelham City Schools, there is often only one teacher per grade/content area at the middle and high schools. 1. Ineffective Teachers: Effective and ineffective teachers are identified by studying teacher classroom data, formative and summative assessment data (universal screeners, benchmarks, Milestones, student growth), teacher walk through observations (TKES--TAPS), and focus walk data. Before the beginning of each school year, principals and assistant principals at each school will review data gathered on teacher experience (from gapsc.org) and

Serving Low Income and Minority Children

	effectiveness (TKES), along with low achieving student needs and minority status. After reviewing this data, low achieving students and minority students are assigned effective teachers (all students are classified as economically disadvantaged due to participation in CEP). When all classroom assignments are made, principals will evaluate the school-wide teacher experience/low-achieving student needs/minority status. If an imbalance exists, the principal will revise the assignments to make sure all students have teachers with teaching experience and/or additional instructional support. 2. Out-of-field Teachers: Pelham City Schools seeks to hire only in-field teachers who meet the system's professional qualifications. When out of field teachers are hired, school administration reviews student rosters to ensure the low-achieving and minority students are not assigned to the teacher at a disproportionate rate. 3. Inexperienced teachers: Each school in Pelham City Schools works to spread new or inexperienced teachers across grade levels or content areas. Schools ensure that large groups of inexperienced teachers are not placed in the same grade or content area. School administration examines roster data to ensure that low-achieving or minority students are not assigned to multiple inexperienced teachers in one year or for 2 years in a row.

Professional Growth Systems

Describe the district's systems of professional growth and improvement for teachers and school leaders (serving both the district and individual schools). The description might include:	Professional learning activities are determined during the school improvement process by completing a comprehensive needs assessment and analyzing data (TAPS, academic, behavior, survey, etc) to complete improvement plans, professional learning plans, and the equity plan. In addition, throughout the year, the district focus walk team identifies next steps (to include PL) at the end of each monthly focus walk. Federal, state, and local funds are coordinated to provide the needed learning opportunities. Recognizing the need to sustain and offer on-going, job-embedded PL, Pelham City Schools employs several instructional coordinators/coaches. These individuals meet with teachers regularly providing them PL on instructional practices and curriculum planning. They also model classroom expectations, observe teachers, and coach them for continued improvement. In an effort to build leadership capacity, each school operates a school leadership team in which the individuals make important decisions for the school, lead grade levels and/or content areas, and lead PL. Many of these teachers also serve as mentors for new teachers in their school. In addition to the school leadership team, there is a district leadership team. This team consists of system and building-level administrators and representatives from each school leadership team. These individuals participate in the Georgia Leadership Institute for School Improvement (GLISI). Other opportunities exist for teachers and leaders to take additional coursework to enhance their skill sets to include LAPP and UPPI.

Professional Growth Systems

	Schools develop a professional learning calendar in which all staff members will have an opportunity to participate in evidence-based professional learning. District leaders and principals will research and document evidence prior to scheduling professional development. Most PL is offered in-house by PCS employees. However, consultants and/or vendors may be contracted with to provide product-specific PL (especially for curricular and/or software programs). In addition to school and/or district PL, individualized PL is offered based on professional learning goals and/or plans. TAPS data, focus walk summaries, student achievement, attendance, and discipline data will be reviewed to determine whether PL efforts are resulting in improvements in teacher and student performance.

PQ – Intent to Waive Certification

For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification? [ESSA Sec. 1112(e)(1)(B)(ii)]	Yes

4. REQUIRED QUESTIONS

4.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

PQ – Waiver Recipients

If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived: **1. for all teachers (except Special Education service areas in alignment with the student's IEP), or** **2. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).** **[All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]**	**Certification is waived for all teachers, except special education teachers issuing grades in content.**

PQ – Minimum Qualification

If the district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]	**Pelham City's Professional Qualifications** For all academic content areas in all grade level bands, Pelham City Schools strives to hire teachers that are GA PSC certified. In the event that a GA PSC certified teacher is not available in a specific content/service area and grade level band, the following are the minimum requirements that the Pelham City School district adheres to when hiring teachers: 1. Teacher certification in another state and GA PSC Clearance Certificate**OR** 2. Teacher certification in Georgia in another content/service area, including IN4T certification and GA PSC Clearance Certificate**OR** 3. Bachelor's degree from an Accredited College or University and GA PSC Clearance Certificate. ● ?If applicable, enrolled in a PSC approved teacher preparation program that will result in the candidate obtaining a clear renewable certificate. For courses taught in the College and Career Academy, including CTAE courses or those courses that are considered "specials" or "connections" in elementary and middle school, the following are the minimum requirements

PQ – Minimum Qualification

	that Pelham City School district adheres to when hiring teachers: ● ?Clearance Certificate

State and Federally Identified Schools

Describe the actions the district will implement for its state and/or federally identified schools (CSI/TSI) needing support. Include a statement of (1) whether or not the LEA currently has identified schools needing support and (2) how the district will support current or future identified schools through prioritization of funds.	The district has no state or federally identified schools. In the case that the district has identified schools, the district will prioritize the use of federal funds to support federally and state identified schools.

CTAE Coordination

Describe how the district will support programs that coordinate and integrate academic and career and technical education content through: coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; andwork-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.	Beginning in elementary school, students are exposed to in-demand occupations and industries by completing career-related activities based on the 17 identified career clusters. The counselor and teachers work with students to review career-related activities and lessons, and a career portfolio by 5th grade. At the middle school level, students continue working on career-related activities by taking career-related inventories/assessments and completing an Individual Graduation Plan by the end of 8th grade. Students are also exposed to different CTAE program areas including Agriculture, Media Arts, and Business and Technology. These Connection courses expose students to in-demand occupations in those career cluster fields. Students are also able to gain experience in FFA and 4-H. In high school, students are provided opportunities to take courses in four different CTAE program areas including Agriculture, Audio Video, Business and Technology, and Education. Students are also able to gain experience through corresponding co-curricular student organizations such as FBLA, FCCLA, and FFA. At the end of each pathway, students take an End of Pathway Assessment which may allow them to earn an industry certification. During SY18, Pelham High School began the process to establish a College and Career Academy that will partner with local industries to provide education and training for careers available in our community. (Still in process.)

CTAE Coordination

	Eligible students will have the opportunity to participate in Work-Based Learning (WBL) programs. Students enrolled in these programs use the workplace to gain knowledge and skills that help them connect school experiences to real-life work activities. The WBL Coordinator works with students and their employers to develop strong work ethics and soft skills. Teachers utilize the GeorgiaBEST website to teach employability skills development to PK through 12th grades.

Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.	Pelham City Schools recognizes that removing students from the classroom for disciplinary purposes results in lower academic achievement. Therefore, the district has made a conscious effort to focus on behavior interventions and alternatives to office referrals/out of classroom assignments. In reviewing the data, it has been evident that in-school suspension and out-of-school suspension has been higher for SWD and Black subgroups. In FY18, Pelham City Schools began PBIS implementation training. Stakeholders agreed to implement PBIS in an effort to improve student behavior, school climate, and attendance, which ultimately leads to increased academic achievement. In FY20, Pelham City Schools began classroom-level PBIS implementation. This level of implementation is ongoing. The district PBIS Coordinator will meet with school PBIS Teams to review school discipline data and plan strategies/incentives to help reduce the number of students missing time in the classroom. School teams will meet monthly to review discipline data. PBIS was fully implemented in SY19. Two schools were recognized as "emerging" status schools. PCMS received an "installing" status. Staff and faculty at all three schools received PBIS classroom at the beginning of SY20 and training throughout the year to support PBIS implementation and reduce the amount of time students are removed from the classroom. Professional development is ongoing and evidence based. Discipline data from the first semester of SY20 indicates an improvement in exclusionary discipline practices, although the middle school still presents an above average number of ISS and OSS days. Due to the ongoing pandemic, schools will not change status again this year, despite Pelham City Middle's consistent efforts to improve discipline procedures and the resulting data that shows progress. Restructure steps for students used in the classroom prior to referral to administration. Implement PBIS with fidelity at all schools including the alternative school. .

4. REQUIRED QUESTIONS

4.3 Title I A: Transitions, TA Schools, Instructional Program

Required Questions

Middle and High School Transition Plans

Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: coordination with institutions of higher education, employers and local partners; andincreased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.	Pelham City Schools host at least one Open House a year: before school (meet teachers/tour). Sometimes a spring event is also held for recruitment and transition. Pelham City Middle School allows fifth graders and their parents to visit the middle school at the end of the school year to prepare for the middle school transition. Title I funds are used to purchase transition kits for our 5th grade students transitioning to middle school. We are hoping to add more high school courses at the middle school level in the future. Prior to COVID-19, Pelham High School offers a 9th grade summer academy to allow for a smooth transition from middle school to high school. Teachers participating in the summer academy are paid using CTAE grant funds. PHS also hosts a parent night, providing tours of the school. Students in Pelham High School may also participate in Dual Enrollment classes through Southern Regional Technical College, Bainbridge College, and ABAC in Tifton. Many classes are offered on the Pelham High School campus by high school faculty. Other classes are offered off-site, but transportation is provided. In FY24, Pelham City Schools will continue the Upward Bound program through Southern Regional Technical College. This program is designed to help students who will be 1st generation college graduates to enroll in post-secondary education. Pelham High School offers many parent events and activities including Dual Enrollment Orientation and FAFSA Night. The high school counselor works with students and families to identify interests, build class schedules, and apply for college. PHS now administers the SAT on-site and offers SAT/ACT Prep classes. Transition plans will be developed for SWDs that are grade level appropriate to assist in transitioning to post-secondary training or employment.

Preschool Transition Plans

Preschool Transition Plans

Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.	Pelham City Schools has one elementary school that provides services for Pre-K and Kindergarten students. In February-March of each year, the system opens enrollment for families interested in Pre-K and/or Kindergarten. The event is advertised in the local media, on the website, and through current students. Head Start and local day care facilities are invited to bring their children to tour the elementary school in an effort to ease the transition to a new environment. Pre-K Parent orientation occurs during pre-planning before school begins. During the final weeks of school, Pelham Elementary School hosts "promotion day" for Pre-K students to tour Kindergarten. Again, other local facilities are invited to join. Title I funds are used to purchase transition kits for our Pre-K students (Getting Ready for Kindergarten). School staff and the PIC collaborate to effectively transition students from pre-school to elementary programs. Services for pre-school special education students are also offered on the Pelham Elementary School campus. These students are included in the transition activities.

Title I, Part A - Targeted Assisted Schools Description

If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools. The description must include the multi-criteria selection to be used to identify the students to be served.	All schools in Pelham City Schools are Title I Schoolwide Schools.

Title I, Part A – Instructional Programs

Provide a general description of the instructional program in the following: Title I schoolwide schools;Targeted Assistance Schools; andschools for children living in local institutions for neglected or delinquent children.	**Title I Schoolwide Schools** All schools in Pelham City Schools are Title I Schoolwide Schools. Pelham City Schools will employ personnel to support instruction (class-size reduction teachers, interventionists, paraprofessionals, school improvement specialists, and instructional coordinators/coaches). Professional learning is provided to all staff members in an effort to improve instruction. In addition, support nets to provide educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards are offered through extended learning opportunities (HELO, ELT), RTI, after-school tutoring, summer school, intercession (not offered in SY19 or SY20), and attendance camps/Saturday school programs.

Title I, Part A – Instructional Programs

	Technology labs (classroom and mobile) will be utilized to provide computer-based, supplemental instruction to students using self-pacing, instructional software such as Istation, Odysseyware, Progress Learning, IXL. Supplemental reading, math, science, and social studies materials are also used to engage, differentiate, and enhance instruction. Services and materials are coordinated and integrated through several federal programs, T-I, T-IIA, T-III, T-IV, T-V, and IDEA. Pelham City Schools will transfer Title II and Title IV funds into Title I for FY23. **Targeted Assistance Schools** There are no Targeted Assistance Schools in Pelham City Schools. **Schools for Children Living in Local Institutions for Neglected or Delinquent Children** There are no institutions for neglected or delinquent children in the Pelham City School district.

4. REQUIRED QUESTIONS

4.4 Title I Part C

Required Questions

Title I, Part C – Migrant Intrastate and Interstate Coordination

Consortium LEAs describe how they collaborate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to support the records transfer process for students moving in and out of the school (including academic and health records), and how the use of the occupational survey during new student registration and back-to-school registration for all returning students is coordinated and reviewed.Consortium LEAs and Direct-funded LEAs describe how the Migrant Student Information Exchange (MSIX) is used in the records transfer process (both interstate and intrastate):description includes who in the LEA accesses MSIX when migratory children and youth enroll and depart;description includes how the information in MSIX, when available, is used for enrollment and course placement decisions for migratory children and youth.	The Pelham City School District (PCS) sends home the Occupational Survey to all returning and newly enrolling students as part of the enrollment packet at the beginning of each school year and when a student enrolls during the year. PCS shall provide timely transfer of school records when children transfer from one school to another. The registrars at each school are responsible for handling the transfer of records. The information includes immunization records and other requested health information. The district utilizes and promotes available interstate and intrastate services available through the state and national migrant education program, GaDOE, and other school agencies to include MSIX (National Migrant Student Information Exchange) in order to provide for educational continuity and the timely exchange of records. The Federal Programs Coordinator and school registrars have access to MSIX and are encouraged to search for students when enrolling migrant students and updating information when migrant students withdraw. Schools shall be provided information and training on how to identify migrant students by the GaDOE MEP Region 2 Office and/or the Federal Programs Director. The Pelham City School District will coordinate with the GaDOE MEP Consortium from ABAC and with the GaDOE MEP Region 2 Office to serve migrant children and youth and their families and assist in this endeavor.

Title I, Part C – Migrant Supplemental Support Services

1. Consortium LEAs describe how academic and non-academic services are coordinated with Abraham Baldwin Agricultural College (ABAC). 2. Direct-funded LEAs describe:ul 3. how the needs of preschool children and families are identified and how services are implemented and evaluated during the regular school year and summer. 4. how the needs academic and non-academic needs of out-of-school youth and drop-outs are identified, how the OSY profile is used to support the identification	The Pelham City School District works to ensure that the identified needs of migrant children and their families are addressed. Needs are identified by a variety of methods including, but not limited to, the registration process, teacher observation, school nurse, guidance counselor, attendance officer, and migrant personnel provided by the migrant education agency. As needs are identified, referrals to appropriate agencies are made with follow-up if necessary. Activities to address needs shall include informing such children and families of, or helping such children and families have access to, other education, health, nutrition, and social services in a language that is understood by them. Parents are presented information on ESOL, special education, gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from appropriate agencies such as, the health department, DFACS, and the county extension

Title I, Part C – Migrant Supplemental Support Services

of needs and the delivery of appropriate services, and how services are implemented and evaluated during the regular school year and summer.	office. An interpreter may be provided to assist in providing supplemental support services for minority children and their families. Priority services are given to migrant children who are failing, or most at risk of failing, to meeting the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. Migrant students have access to all of the educational resources and programs offered to other students, including software programs and technology; extended learning opportunities such as HELO, Hornet Time, Study Skills; after school tutoring, 21st Century, Upward Bound; intercession (when offered); and summer school. Documentation of participation in such programs will be maintained at the school level through student rosters. The Pelham City School District will coordinate with the GaDOE MEP Consortium from ABAC and with the GaDOE MEP Region 2 Office to identify potential migrant children and youth (ages 3-21) enrolled in school or residing in the district. The GaDOE MEP Region 2 Office shall serve as resource staff to help develop the best service model depending upon funds and resources available. In addition to local resources, the district will coordinate with the MEP Consortium at Abraham Baldwin Agricultural College (ABAC) to provide supplemental support services, including tutoring, as needed, to migrant participants. Pelham City Schools is part of the MEP consortium and works closely with ABAC to provide timely, coordinated services based on Migrant student data when migrant students need additional help. The most recent data indicates a strength when collaborating with ABAC in providing academic services to MEP students in particular areas of ELA & literacy.

4. REQUIRED QUESTIONS

4.5 IDEA

Required Questions

IDEA Performance Goals:

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.** **What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?** **Include:Description of your district's proceduresSpecific professional learning activitiesPlan to monitor implementation with fidelity**	In 2022, the 4-year graduation rate for students with disabilities was 63.6 %. In 2021, the 4-year graduation rate for students with disabilities for Pelham City Schools was 76.92%. The State Target for the 2021 school year was 74.46%.; therefore, the district exceeded the State Target .In 2020, the 4-year graduation rate for students with disabilities for Pelham City Schools was 66.67%. In 2019, the 4-year graduation rate State Target was 64.64% and the 4-year graduation rate for the district was 68.75%. The students with disabilities subgroup met the improvement target for 2019. The students with disabilities subgroup missed the 5-year graduation rate target by .71 percentage points (76.90% Target/ 76.19% Rate). In 2018, the State target was 67.67%, and the 4-year graduation rate for Pelham City Schools was 63.64%. However, the 5-year graduation rate was 76.19. The district met the target in 2018 for the Drop Out Rate. The State Target was 5.60% and the District Rate was 4.3%. In 2017, students with disabilities met the subgroup target, but not the state performance target. In 2014, 2015, and 2016 the district graduation rate outperformed the State graduation rate. As a district, we are working toward improving our graduation rate and reducing our dropout rate. Indicator 14, Post School Outcomes, of the 2022 Annual Performance Summary reflects the focus of the district to increase graduation rates and post-school outcomes for all students. Pelham City Schools met target for Indicators 14A, 14B, and 14C. When students are scheduled for classes at Pelham High School, they are looked at individually. Their credits are analyzed and decisions are made on how to best serve them and keep them in school on the way to graduation. This is done for all of our students not just those with disabilities. We truly have an individualized plan for all of our students. Teachers are involved in monthly departmental professional learning experiences at the school level as well as district lead professional learning experiences to help reach all of our students. Teachers are trained in co-teaching strategies. Periodic focus walks and observations are conducted, by administrators and central office leaders, to make sure these strategies are being utilized by the teachers with fidelity. Meetings are held with parents of students in danger of dropping out to collectively map out a plan to help the student complete requirements for graduation. A strong effort was made to educate parents of GAA students about the requirements needed to obtain a regular education diploma for their child. In addition to IEP meetings, individual meetings with parents and students were held to answer questions and devise a plan for obtaining a regular education diploma. For those students that entered the ninth grade prior to the 2020-2021 school year, that plan will remain in place. However, An alternate diploma will be earned by students who entered the ninth grade during or after

IDEA Performance Goals:

	the 2021 school year. The option to receive a regular education diploma is no longer available for students with cognitive disabilities that take the GAA. Parents and students will be educated about the differences between the two at the beginning of the school year. Improving graduation rates for all students is at the forefront of the District Improvement Plan. Pelham City Schools actively seeks input, feedback, and participation from internal and external stakeholders. The district host Community Work Sessions two to three times a year. During these sessions, we identify strengths, weaknesses, accomplishments and threats within our school system and community. Two District Leadership Teams (GLISI Team and Principal Directors Team) meet monthly. Special education has an active role and is well represented in all leadership teams meetings and community events. The District collaborates with outside organizations and agencies that support improving outcomes for students with disabilities. These groups include Vocational Rehabilitation, Easter Seals, Mitchell-Baker Service Center, Southern Regional Technical College, Georgia Pines, Chamber of Commerce (local), Albany State University, and several local businesses. In 2019, the district implemented the PBIS and ASPIRE initiatives to support graduation outcomes for students with disabilities. A positive learning environment and self-advocacy are vital to students with disabilities. The initial PBIS implementation went very well at all three schools. School level administrators have effectively led the implementation of the program, especially at the high school. At the beginning of the 2022 school year, the district strengthen the PBIS program by implementing Capturing Kids Hearts. This district-wide initiative focuses on relationship building and social-emotional training for teachers and staff to address student needs within the PBIS framework. Pelham Elementary School was named a 2022-2023 Capturing Kids' Hearts "National Showcase School". We will continue to expand the ASPIRE program throughout the district. During the 2021 school year, all special needs teachers completed at least one ASPIRE IEP meeting. During the 2022 school year, fifty-eight ASPIRE meetings were completed throughout the district. During the 2023 school year, 41 students with disabilities participated in ASPIRE meeting. The decrease in student participation during the 2023 school year was due to an increase in the number of new special education teachers with little to no experience in the ASPIRE process in our district. Tanya Clark serves as the ASPIRE expert for the district and provide guidance and support to all of the special needs teachers. Debra Forsberg, Exceptional Students Parent Mentor, supports this initiative by helping parents understand the importance of ASPIRE as it relates to self-advocacy and improving student outcomes. She also help parents play a more active role in this process. The district has many supports in place to improve student achievement and graduation rates. ● Extended learning time during the school day for students to receive additional academic support, ● The use of standards based instruction throughout the district, ● Focus walks and Impact checks ● Ongoing job embedded professional learning related to co-teaching,

IDEA Performance Goals:

	differentiation, poverty training, and classroom management ● Data collection through universal screeners for both math and ELA three times a year, ● Discipline data will be tracked by Debra Forsberg, parent mentor, throughout the school year. She will also work with Lead teachers and school level administrators to increase swd attendance. ● After school program at the high school that support the needs of the whole child by providing a snack during the remediation activity, ● An ongoing effort by all teachers to build a positive trusting relationship with our students with disabilities ● The Unique Learning System provides a more challenging curriculum for GAA students throughout the district. The curriculum also supports the acquisition of life skills that are vital to the success of our students with significant cognitive impairments. ● The district will address learning loss for all students by using ESSR funds to reduce class size and expand intervention programs. The district leadership team meets monthly and identifies areas to improve on within the district. This meeting allows all three schools to have a voice in the future of our students. Our district has adopted the attitude that graduation rests with all educators and not just the high school teachers. This creates buy-in from the teachers and administrators to do what is needed for our students to succeed. The district supports the high schools after school program called NEST. This forty-five minute time period is for student remediation and credit recovery. All students have the opportunity to participate in this program and many have graduated as a result of this time. Graduation rates are monitored at the school level by building level administrators and by the District Leadership team. Improving graduation outcomes are discussed at district and school leadership meetings. Identifying students at risk of dropping out of school begins in middle school. Students who are identified as being at risk of becoming a dropout are targeted for additional support. A graduation plan is developed for that student and parental contact intensifies. At risk students are encouraged to participate in extra-curricular activities in an effort to keep them engaged. Transition plans are developed for all students with disabilities prior to age 16 or before entering 9thgrade. These plans are reviewed and updated annually. Students with disabilities who are considering college or technical school have the opportunity to participate in SAT/ACT test prep at the high school. All intellectually disabled students who participate in the GAA are given applications for the Mitchell Baker training center. At the beginning of each school year, Susie Pollock, special education teacher, sets up a meeting in August with Vocational Rehabilitation. Due to COVID, no services were provided during the 2021 school year. Services resumed during the 2022 school year. We will continue to seek opportunities through Vocational Rehab. Pelham High School implemented Project Search during the 2023 school year. The application process was completed during the 2022 school year. Cathe Hoskins serves as coordinator/instructor for the program. Project Search will improve post-secondary outcomes for students with disabilities. Debra

IDEA Performance Goals:

	Forsberg, parent mentor, will continue to support this program by tracking and communicating with all of our graduating students with disabilities within two weeks after graduation. She will communicate with these students on a bi-monthly basis to address any needs that they might have as they transition into work, college, or a service agency. She will also serve as a resource for these students and their parents. During the 2024 school year, Pelham City School will expand the Project Search to include adults with disabilities. Our district is one of four districts in the state to over this hybrid program. The hybrid program will provide work related services and supports for students who have graduated or have aged out of the exceptional students program.

Describe how the district will meet the following IDEA performance goals: **IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities.** **What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)? Include:LEA proceduresServices that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head Start, homes, community-based classrooms, PreK classrooms)Staff that will be designated to support the 3-5 populationCollaboration with outside agencies, including any trainings conducted by the LEAParent trainings**	Pelham City Schools provides the continuum of services for young children with disabilities through the Child Find process. Pelham City Schools will maintain 100% placement of eligible young children by parents or other agencies. On a yearly basis the community at large and directly involved entities such as (Day Care facilities, Head Start, etc.) are invited to a meeting for the dissemination of information on Child Find and how it is implemented. The Exceptional Students Program Director, Psychologist, Parent Mentor, Exceptional Students Teachers, Speech –Language Pathologist, Physical therapists and Occupational therapists are responsible for the dissemination of this information and the support for students. The information provided at the meeting includes the following: a continuum of exceptional children services, parent rights information, and the process of transition. The Child Find information is presented a minimum of one time a year. Services Provided: Services offered in the community are a full continuum of exceptional student services including itinerant (Speech, Occupational, and Physical Therapy, and exceptional student teachers.) These services are offered in a direct or consultative model. School and community based services are offered as appropriate for students. The service options are located in the home, Head Start, Learning and Play Center, and Pelham Elementary School Georgia PreK. Future locations for further development are daycares: Hand Memorial and Wee Care. Increased communication with the Babies Can't Wait Coordinator for the area will be documented through in person and phone contacts. To identify preschool children ages 3-5 suspected of having disabilities, Pelham City PreK students are universally screened using the PPVT and PALS. Kindergarten students participate in Response to Intervention as part of the Pelham City Schools. Screening and evaluations are provided for any child suspected of having a disability who is parentally-placed in a private school or home school setting, Professional Learning is an ongoing process in providing appropriate services for young children to assure that those children's needs are being met. Professional Learning is provided through ongoing activities during the

IDEA Performance Goals:

	school year: ● Exceptional Students Procedures Manual/Handbook training ● Autism Training with a designated Specialist to provide support for both teachers, students, and parents. ● Seeing Stars training for designated personnel. ● Collaboration with Parent Liaison for Title1 for parent training –minimum 2 times a year. ● Individual parent conferences to address student needs. Parents and community stakeholders are contacted either by phone or by letter about any training that pertains to the special needs of young children. Activities that are provided to young children may/do include: ● Hands & Hearts- (therapeutic horse- back riding)- funding for this program is provided by a grant. The program itself provides training for its volunteers. ● Hands on activities at the school level through the special needs preschool program and consultative services for community based programs. The Exceptional Students Program director is responsible for establishing the learning schedule for the staff and support staff and for its content. Professional learning days are built in to the school calendar and are set prior to the beginning of the school year. Fidelity is monitored by meeting testing and placement deadlines and IEP documentation timeliness. The ESP Director designates support staff that will implement and provide follow-up on PL activities for select staff, parents, and community.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. What specific activities align with how you are providing FAPE to children with disabilities? Include:How teachers are trained on IEP/eligibility procedures and instructional practicesHow LRE is ensuredThe continuum of service options for all SWDsHow IEP accommodations/modifications are shared with teachers who are working with SWDsSupervision and monitoring procedures that are being implemented to ensure that FAPE is being provided	In Pelham City Schools, the goal is to increase exposure to the general education curriculum for students with disabilities by: ● Ongoing Co-Teaching professional learning for new and veteran teachers ● 1/2 day special education coordinator will support every aspect of the exceptional students program ● 1/2 day special education coach will provide ongoing professional learning and support on IEP development ● Appropriate supports in the general education classroom ● Continued data analysis to determine areas of weakness ● Offering extended learning times during the school day ● Co-taught classes where the education of students of all abilities is seamless. ● Developing transition plans that support post- graduation vocational placement ● Providing support for students with learning struggles extra support via Seeing Stars ● Implementing PBIS to improve student performance through supporting a positive school climate. ● Increasing opportunities for students with disabilities to transition from school to work or higher education.

IDEA Performance Goals:

	Continuum of services include: consultative, co-teaching, collaboration, supportive services separate class, separate school, home instruction, hospital/homebound, related services. Teachers are given scheduled opportunities throughout the school year to improve their understanding and implementation of FAPE and supporting the least restrictive environment for students. ● Scheduled IEP summer training for new Special Education teachers. (Developing IEP', appropriate and measurable goals. Understanding Behavior Plans and their implementation, etc.) ● Meeting with administrative staff to relay the importance of appropriate scheduling for students with disabilities. ● Professional learning for support staff. ● Working with GLRS, GADOE, RESA and other agencies to take advantage of any and all trainings that improve outcomes for students with disabilities. ● Autism training with a certified professional in behavior management. Teachers and administrators are provided training and information on Least Restrictive Environment through one/one meetings, group discussions, and professional learning. All students based on needs are offered a continuum of services throughout their school career. IEP's are reviewed yearly to ensure that students with disabilities are receiving the needed services. The referral process is instilled in all staff through professional learning and mentoring. All updates to the protocols are assimilated to staff via email, in person training, or staff development training. The Director of Special Education works closely with GLRS, GADOE, and RESA to gain information on what is needed to provide Students with Disabilities an appropriate education. The Director is responsible for disseminating that information to teachers and support staff. IEP's are reviewed periodically to ensure that services identified in the IEP match the services indicated in the student information system and classroom. Data is obtained from periodic classroom testing, system testing and state testing to determine if students are reaching the goals set for them based on their needs. Need for further evaluation or reevaluation is reviewed a minimum of every 3 years and more often as the student's needs change.

Describe how the district will meet the following IDEA performance goals: IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations. How procedures and practices are implemented in your district to ensure overall compliance? Include:LEA procedures to address timely and accurate data submissionLEA procedures to address correction of	Pelham City Schools implemented GOIEP to improve compliance with State and Federal regulations. The District will continue to monitor protocols and procedures to ensure IDEA compliance. Local procedures are reviewed annually and are adjusted as needed. Noncompliance will be corrected immediately. Technical assistance will provided to teachers and administrators as needed. All reports will be accurately submitted in a timely manner. The District receives valuable support and professional learning through GLRS Collaborative Community meetings. A professional learning calendar has been established that will provide special education teachers with a minimum of ten hours of needs based professional learning. GOIEP is also used to monitor teacher compliance. Discipline referrals of students with disabilities are

IDEA Performance Goals:

noncompliance (IEPs, Transition Plans)Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncomplianceSupervision and monitoring procedures that are being implemented to ensure compliance	continuously monitored at the school and district level by case managers and building level administrators.

4. REQUIRED QUESTIONS

4.6 Title IV Part A

Required Questions

Title IV, Part A – Activities and ProgrammingLEAs must provide a description of each activity/program to be implemented during the fiscal year of allocation and as identified in the District Improvement Plan by focus area and include program objectives/goals/outcomes. (ESSA Sec. 4106)

A. Well-Rounded Activities (WR)—InstructionProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds.

B. Safe and Healthy (SH)-Climate/CultureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds.

C. Effective Use of Technology (ET)-Professional LearningProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds.

D. Effective Use of Technology 15% (ET15)-InfrastructureProvide:Overarching Need number/Action Step number(s)New or ContinuingName/Description of ActivityMeasurable Goal/Intended Outcome	100% transfer of FY24 Title IV, Part A funds.

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Title IV, Part A – Ongoing Consultation and Progress Monitoring

Describe how and when the LEA will consult any stakeholders/community-based partners in the systematic progress monitoring of Title IV, Part A supported activities for the purposes of implementation improvement and effectiveness measurements.	100% transfer of FY24 Title IV, Part A funds.

4. REQUIRED QUESTIONS

4.7 Reducing Equity Gaps

Required Questions

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Equity Gap 1Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Intervention Effective - Adjust Activities/Strategies

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Pelham City Schools identified student achievement proficiency as its first equity gap. By providing targeted teacher development on content and pedagogy as well as additional student supports and interventions, the system set a goal to increase the percent of students scoring at Proficiency and Above on the GA Milestones EOC/EOG by 2%. The system provided the interventions identified, but the goal was not met. While the percentage of students scoring at Proficiency and Above remained largely the same from a district-view, there was great volatility in Milestones EOG/EOC performance at individual grade levels/departments and classrooms. The ability to maintain performance will be celebrated, but the district will continue to focus on teacher development and student interventions and supports to increase EOC/EOG Proficiency and Above performance by 2%.

Equity Gap 2Was the LEA Equity Action Plan effective in reducing the equity gap selected for the year?Intervention Effective – Equity Gap EliminatedIntervention Effective – Maintain Activities/StrategiesIntervention Effective – Adjust Activities/StrategiesIntervention Not Effective – Adjust Activities/StrategiesIntervention Not Effective – Abandon Activities/Strategies	Intervention Effective - Maintain Activities/Strategies

Reducing Equity Gaps: Reflect on the previous year's LEA Equity Action Plan

Provide a brief description of LEA's success in implementation of the prior year LEA Equity Action Plan and effectiveness/ineffectiveness in addressing the selected equity gap.	Pelham Elementary, Pelham City Middle, and Pelham High Schools will all be recognized as PBIS emerging schools for SY22. OSS and office discipline referrals showed an increase in SY22 from SY23; however, data from SY22 to SY23 indicates a trend of discipline referrals being reduced at each school. The number of major incidents at each school decreased. The district's focus on relationship building will continue as all new staff members will be trained in Capturing Kids' Hearts. The district will continue to work with SWGA RESA on PBIS implementation.

4. REQUIRED QUESTIONS

4.8 Overarching Needs for Private Schools

In this section, summarize the identified needs that will be addressed with FY22 federal funds for private schools Include results from ongoing consultation with private schools receiving services from the LEA's federal grants (ESSA Sec. 1117 and 8501; 20 U.S.C. 1412(a)(10)(A)(iii); and 34 C.F.R. §300.134). Information is available on the State Ombudsman website. (Add "No Participating Private Schools" as applicable.)

Title I, Part A	No private schools will receive services from Pelham City's FY24 funds.

Title II, Part A	No private schools will receive services from Pelham City's FY24 funds.

Title III, Part A	No private schools will receive services from Pelham City's FY24 funds.

Title IV, Part A	No private schools will receive services from Pelham City's FY24 funds.

Title IV, Part B	No private schools will receive services from Pelham City's FY24 funds.

Title I, Part C	No private schools will receive services from Pelham City's FY24 funds.

IDEA 611 and 619	No private schools will receive services from Pelham City's FY24 funds.