Pelham City Schools

Charter System

Strategic Plan

2024-2028

A Commitment to Educational Excellence

Every Day in Every Way

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Acknowledgements

The Pelham City Schools Charter System acknowledges all who have participated in the creation of the 2024-2028 Strategic Plan. The leadership and commitment of the Strategic Planning Team Members and Community Advisory Committee have been invaluable. We are especially appreciative of our board of education members, all staff members, parents, community members and friends of public education whose insight and feedback provided significant contributions, resulting in the culmination of this plan which charts our future to ensure excellence in education for all Pelham City Schools Charter System's students.

In addition, we'd like to thank the Pelham City Schools Charter System's Partners in Education and other business, civic, and faith organizations for their support in the publication of the Strategic Plan.

Superintendent's Message

For years, the phrase "Pelham City Hornets" has been synonymous with a great community school system. The Pelham City School Charter System has served the students from the City of Pelham, South Mitchell County, and the surrounding area for many years. The forefathers of Pelham knew how important a great education would be in the life of every child. To that end, a city school system was written into the Charter of our special city. As we look to the future, it is vital that the current citizens of the Greater Pelham Community work to not only continue the work of our forefathers but expand their vision by making Pelham City Schools Charter System the System of Choice.

The future of Pelham City Schools Charter System can be as bright as we can envision it! However, to ensure the future, the citizens of today must plan for tomorrow. We must work together to establish a clear vision of where we want to be as a school system one year, three years, and even five and ten years down the road. To realize our vision, we must improve upon our map or "strategic plan." We must get a clearer knowledge of where we are now in order to update the plan. The Pelham City Schools Charter System Board of Education will continue to convene community work-sessions within our community to get a clear picture of where the community sees our present state and to also develop a clearer vision of where we want to be in the future.

We have and will continue to ask the community members three primary questions:
1. What are the things we are currently doing well and need to continue?
2. What are the things we are not doing well and need to stop?
3. What are the things we are not doing that we need to start doing?

Our goal will be to take the data and constructive criticism we receive from our conversations and work-sessions and incorporate them into a roadmap for success.

The information we received from the community, administrators, teachers, staff, and most importantly our students has culminated in an updated "strategic plan" that, when followed, will lead us to the school system that we envision. The strategic plan is a living document that will be shared with the community and will be updated periodically in order to always keep Pelham City Schools Charter System on the right track toward greater success.

I want to thank the board of education members, all the community members, administrators, teachers, staff members, and students that have worked toward this initiative. It has not been an easy task. However, as the road map becomes clear and communicated to the public, it will be one that is easily followed and will result in Pelham City Schools Charter System being the "system of choice" for our region.

Floyd Fort
Superintendent

" A GREAT PLACE TO CALL HOME "

Our Community

The City of Pelham, a Main Street Community, is a rural community located in Mitchell County and is only 4.1 square miles. Camilla is the county seat. Baconton and Sale City are also located in the county along with a number of unincorporated communities. Agriculture is the major industry in Mitchell County.

Pelham is home to the Pelham City Schools Charter System's Hornets, the pride of Pelham. The school system is the ideal size; it is small enough so that teachers and administrators know students by name, yet large enough to offer students a variety of instructional programs and extra-curricular opportunities.

Pelham's population in 2022 was 3,417. The population is diverse, allowing for exposure to different cultural experiences. The flourishing business community offers a variety of shopping and dining opportunities. Pelham businesses provide invaluable support for the local school system through the Partners in Education program.

Pelham thrives as a community. The Pelham Wildlife Festival, held each fall, brings visitors from all over. Bleachers at school ballgames are full, as the community wholeheartedly supports the Pelham Hornets. The Pelham Christmas parade and the Pelham City Schools Charter System's homecoming parade have crowds of supporters lining the streets. The citizens of Pelham are the city's most valuable assets. Pelham truly is "A Great Place . . . To Call Home."
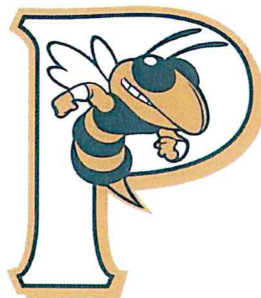
Our Schools

The Pelham City Schools Charter System Charter System prides itself on being the "System of Choice" in Southwest Georgia. Over 50% of the students come from outside the city limits of Pelham, with a number coming from counties other than Mitchell County.

The Pelham City Schools Charter System is a rural city school district in Mitchell County, an area where agriculture is the primary industry. The system has an enrollment of approximately 1,400 students. The student population is diverse, composed of African-American, Caucasian, Hispanic, Asian, and other ethnic groups. Pelham City Schools Charter System consists of three schools: Pelham Elementary School (PreK-5), Pelham City Middle School (6-8), and Pelham High School (9-12).

System and school personnel work diligently to maximize funding in order to benefit all students. Consequently, the schools are able to offer a wide array of programs for students including high school dual enrollment, Honors classes, high school credit classes at the middle school level, and elementary gifted classes; award-winning FFA programs; expanded CTAE offerings; enhanced sports facilities; and a variety of sports, clubs, and extra-curricular activities. In addition, unlike other systems in our area, Pelham City Schools Charter System has maintained the "arts" by offering art and band.

Pelham City Schools Charter System is committed to creating, building and sustaining a culturally and economically sensitive environment that provides equal access to a high standard of educational success for all students. The Pelham City Schools Charter System embraces the reality that the most critical factors in student achievement are the quality of (1) the teacher in

the classroom and (2) the leadership of the school. To that end, Pelham City Schools Charter System provides a comprehensive professional learning program for teachers and leaders in order to offer a top-notch 21st Century learning environment. As a result of rigorous curriculum offerings and highly effective teachers and leaders, graduates of Pelham High School will be prepared for post-secondary life. Keeping student readiness for their future beyond our halls as our focus, the Pelham City Schools Charter System continues its mission: "A Commitment to Educational Excellence, Every Day in Every Way."

The Strategic Plan

Mission
"A Commitment to Educational Excellence, Every Day in Every Way"

Vision
Pelham City Schools Charter System will provide all children an equitable and excellent education that, **upon graduation**, prepares them for college, career and life.

Beliefs
- All children can learn.
- A safe and caring environment nurtures student learning.
- Employing and retaining highly effective leaders, teachers, and staff and providing opportunities for their professional growth are crucial to the schools' effectiveness.
- Partnerships among schools, students, parents, and the community are vital for student success.
- Schools are responsible for providing a challenging, differentiated, safe, and student-focused learning environment.
- Learning occurs when students are motivated and engaged.
- Students must learn how to think critically and develop problem solving skills in order to succeed.
- The State and local community share the responsibility to ensure that a viable public education program is provided for all children.

Guiding Principles

Early Learning and Student Success

- Responsibility for children's readiness lies with the adults who care for them and the systems that support them.
- The family plays the most important role in a young child's life.
- Child development occurs across equally important and interrelated domains-physical well-being and motor development, social and emotional development, and cognition and general knowledge.
- The first five years of life are a critical development period.
- Building relationships between Pelham City Schools Charter System Charter System and local birth to 5 agencies is critical for preparing the children of Pelham for success.

Teaching and Learning

- Higher levels of learning are attainable for all students.
- People learn differently at different rates.
- Motivated and engaged learners derive more from their learning than do passive learners.
- High-quality, job-embedded professional development for teachers and leaders supports the teaching-learning process.
- The quality of teaching and leadership makes a significant impact on student learning.
- Strong curriculum is deep, balanced, continually improved, rooted in the real world, and based on a common set of learning expectations.
- The integration of technology into educational practices is essential for student engagement.
- Students learn best from teachers who foster strong and ethical relationships with them to promote their learning, safety, and engagement.

Human and Organizational Capital

- Effective teaching enhances student learning.
- Effective, high quality principals (leadership) are essential in the advancement of student achievement.

- Selection and preparation of teacher candidates and ongoing support of teachers affect the quality of teaching.
- Effective feedback and coaching through ongoing performance evaluation are essential to retaining high-quality teachers.
- Organizational structures and processes at the school and district levels affect learning.

Governance, Leadership and Accountability

- Effective educational governance requires a strategic vision.
- Children and society benefit from effective educational governance.
- Good governance requires effective leaders operating with integrity, ethical behavior, and good intent.
- People are accountable for their actions and outcomes.
- Relevant and accurate information is essential for good decisions.

Culture, Climate, and Organizational Efficacy

- Trust, collegiality, and teamwork strengthen collective efforts.
- Organizational culture is an important determinant of climate and is a distinguishing factor between effective and ineffective schools and districts.
- A healthy culture is devoid of blame and fosters engagement of all stakeholders in finding solutions to challenges.
- High-performing organizations recognize, appreciate, and address cultural differences; strength can be derived from the rich diversity of our public schools.
- Safety, order and respect are necessary conditions for teaching and learning to occur.

Teaching and Learning Resources

- People need a combination of real and virtual places for learning and sharing.
- Relevant and accurate information is essential for good decisions.
- Technology enhances engagement in the learning process.
- Learning is enhanced when the learning environment is flexible and adaptable.

Financial Resources

- The best funding mechanism is one that is based on a well-crafted strategic plan for maximizing student learning.
- Expenditures for high-quality educational programs pay dividends by fostering well-being of communities and the state.

Academic Accomplishments

- Aligned professional learning system-wide and based upon assessment results and classroom observations
- Georgia Standards of Excellence (GSE) implementation
- Standards-based classrooms
- Job-embedded professional learning
- Curriculum maps/pacing guides development
- Assessment/benchmarking improvement
- Implementation of RTI (Response to Intervention)
- Continued system strategic planning involving staff and parents
- Poverty training and simulation for all staff
- Created a Literacy Coordinator position to assist our teachers with full implementation of core Language Arts programs and with best practices in literacy system wide
- Increased SAT participation through on-site testing at Pelham High School
- Created a Math Coach position to assist our teachers with full implementation of core math programs and with best practices in grades K-8
- L4GA/Striving Readers Grant received for three funding cycles, including a birth to 5 grant, during the 2018-2023 cycle

Other Accomplishments

- School system website redesigned to include more information and keep updated
- Pelham Board of Education recognized as Distinguished School Board by GSBA since 2015
- Enhanced athletic and extracurricular activities
- Financially sound (no audit findings)
- Adopted school year calendar to provide additional professional learning days but minimizing impact on student instruction
- Updated technology infrastructure to support increased number of desktops and tablets; initiative for all certified staff member to receive educational laptops for school use
- Enhanced club and extracurricular offerings at PCMS and PES
- Community Work Sessions held quarterly
- Post/share school system events through social media and email
- High health inspection scores at all school cafeterias (97 and above)
- Regionally, state, and nationally recognized athletic and extracurricular organizations
- Recognized as a Georgia Leadership Institute for School Improvement (GLISI) veteran district for continued focus on improving leadership
- High school student participation in community service projects (blood drives, bone marrow donor matching, Kids Against Hunger)
- Grant recipients to enhance educational and extracurricular opportunities and to improve academic achievement
- On-site mental health counseling
- Partnership with Albany State University through Wallace Foundation's University Principal Preparation Initiative
- Provide scholarship opportunities to students who will become the first in their family to attend college through the REACH program

- Along with two other Southwest Georgia counties, became one of the first school systems in the country to pilot the Model Code of Ethics for Educators
- Implemented "Seeing Stars" program at Pelham Elementary as a part of CEIS to address early reading needs
- Selected by the Rollins Institute as one of ten districts in the state of Georgia to participate in the Navigation Cohort for the Science of Reading Literacy Training 2023-2025; training is face-to-face and also utilizes the free, online Cox Campus platform
- Middle School participation in the Georgia Tiered System of Supports pilot
- Pelham Elementary school recognized as a Capturing Kids' Hearts showcase school
- District bestowed GAEL Vision Award two consecutive years
- Modernization of Pelham Elementary
- Renovation of Pelham City Middle School
- Hired District school resource officer

Graduation Readiness

<u>Objective Statement</u>

All students of Pelham City Schools Charter System will graduate with the knowledge and skills necessary to become productive members of society.

Goal 1

Utilize multiple data sources to identify areas of struggle and strength in order to plan and implement needs-based instruction and enrichment.

Strategies to Meet Goal

- Schedule School Data Team and collaborative planning meetings
- District and School Leadership Teams meet to discuss data
- Incorporate Support/RTI classes into master schedule
- Ensure differentiated instruction in all classrooms
- Utilize standard checks and formative assessments
- Share data related to annual student growth measures and monthly focus walks with Board members for utilization in Board monitoring of improved performance efforts.

Who's Responsible: Administrators, Academic Coaches, Teachers/Staff, Superintendent, Director of Teaching and Learning, Board Members

Resources Needed: Professional Learning, Tools to Assess Student Progress, SLDS, District Focus Walk Data

Timeline: August 2024-July 2028

Measurements: Universal Screeners, Diagnostic Assessment, Progress Monitoring Tools, Benchmark Assessments, EOGs, EOCs, SGM, Focus Walk Observation Tools

Goal 2

Recruit and retain the most professionally qualified, highly effective teachers and develop them into teacher-leaders in order to distribute leadership and implement processes that maximize student learning.

Strategies to Meet Goal

- Leverage all available resources, local and federal, to reduce class size and provide additional intervention opportunities through the hiring of qualified and experienced staff
- Provide professional learning as well as curriculum resources on building and fostering student relationships
- Provide curriculum and instructional resources with proven effectiveness in filling early literacy and numeracy gaps
- Monitor benchmark and progress monitoring data to ensure that additional resources put in place are effective and addressing student needs.
- Identify staffing needs early
- Establish a strong mentor/mentee and induction program for new teachers
- Continue to provide a 2% local supplement to teachers
- Develop a thorough screening process for new hires
- Provide a positive atmosphere, with support from administrators
- Provide professional learning that is job-embedded and tailored to individual teacher needs
- When available, provide stipends (following the established procedure) for teachers to attend professional learning during off-contract periods.
- Continue to pilot and plan for adoption of the Model Code of Ethics for Educators and develop a plan for its saturation into the culture of Pelham City Schools Charter System

Who's Responsible: Administrators, Superintendent, Board Members, Department of Teaching & Learning

Resources Needed: Funding, Professional Learning, Time

Timeline: August 2024-July 2028

Measurements: Retention data, Exit survey data, Professional Learning Plans/Calendar/Agendas, EOG and EOC scores, CCRPI scores, TKES ratings, Comprehensive Needs Assessment

Goal 3

Increase and structure professional learning where teachers work and plan together, learn and share effective teaching practices, and are provided support for their ongoing learning. Provide professional learning communities that emphasize standards-based instruction, Science of Reading, vertical and horizontal alignment, GSE, CCRPI, TKES, instructional strategies, PBIS social-emotional learning, student relationships, and best practices.

Strategies to Meet Goal

- Schedule weekly whole group and content level/grade level meetings to focus on academic and behavioral data analysis, vertical & horizontal planning, and school-level guidance
- Establish Professional Learning Communities
- Create common assessments in all subject areas system-wide
- Increase the use of interdisciplinary units
- Contract with the Flippen Group to provide Capturing Kids' Hearts training, and ensure that these strategies become ingrained within the culture of Pelham City Schools

Who's Responsible: Administrators, Teachers/Staff, Leadership Teams, and Academic Coaches

Resources Needed: Time, Professional Learning Materials, Consultants, Instructional Frameworks/Units, TKES/LKES Evaluation System, CCRPI Reports, Assessment Data, and SLDS

Timeline: August 2024-July 2028

Measurements: Professional Learning Plans/Calendars/Agendas

Goal 4

Strengthen the effectiveness of the MTSS process so that the pyramid of interventions is implemented effectively to maximize student learning.

Strategies to Meet Goal

- Embed research based interventions into daily schedule
- Consistently review universal screening and progress monitoring data
- Provide professional learning in the RTI process and interventions
- Participation in MTSS pilot with GaDOE at the middle school level

Who's Responsible: Administrators, Academic Coach, Teachers/Staff, RTI Coordinators

Resources Needed: Professional Learning Time, Funds, Instructional/Assessment Resources

Timeline: August 2024-July 2028

Measurements: RTI Manual, Professional Learning Calendar/Agenda, RTI data

Goal 5

Increase standardized test (Georgia Milestones) results in all content areas, and increase the number of students who score in the highest achievement category; increase the pass rate on CTAE End-of-Pathway Assessments.

Strategies to Meet Goal

- Fully utilize grants to offer meaningful after school programs for at-risk students
- Develop master schedules to maximize academic instructional time and support differentiation through remediation and enrichment/acceleration
- Utilize instructional technology for content delivery and test preparation
- Schedule district and school leadership team meetings and data team meetings with emphasis on root cause analysis.
- Expand CTAE offerings and lab activities
- Provide professional learning to grow and nurture teacher/administrator understanding of differentiated instruction, flexible grouping, higher order thinking skills, and depth of knowledge

Who's Responsible: Administrators, Teachers/Staff

Resources Needed: Professional Learning, Technology, Test-Prep Software, Instructional Resources, Funding, Lab Equipment/Materials, Personnel

Timeline: August 2024-July 2028

Measurements: EOG and EOC scores, CTAE End of Pathway scores, CCRPI scores

Goal 6

Increase instructional relevance by focusing on college and career readiness, provide an environment where students learn best, and ensure that teachers use a variety of technologies to teach and measure what students know and can do.

Strategies to Meet Goal

- Establish a locally developed K-12 Agriculture/STEM Focused College and Career Initiative
- Continue career awareness activities in the elementary and middle school
- Use a variety of instructional resources and technology to engage and motivate students
- Provide real-world application opportunities
- Expand opportunities for at-risk and minority students to assist them in attaining a high school diploma and pursuing a postsecondary education (Upward Bound Grant)
- High school counselor continues to assist students in planning for high school, college, career, or financial aid
- Implement Work-Based Learning Grant received in 2023-2024

Who's Responsible: Administrators, Teachers/Staff, Counselors

Resources Needed: Professional Learning Opportunities, Career Awareness Materials/Guest Speakers, Funding, Technology

Timeline: August 2024-July 2028

Measurements: CCPRI, Increased Graduation Rate

Goal 7

Improve literacy across all content areas and grade levels.

Strategies to Meet Goal

- Implement school literacy plans and K-8 reading programs (*Savvas* K-8)
- Provide professional learning in best practices in literacy instruction across the curriculum to include literacy standards in science and social studies
- Develop and implement a District Literacy Plan that focuses on vocabulary instruction and time spent on rigorous text
- Develop non-negotiables for literacy instruction at each school
- Establish protocols and processes to meet the requirements of HB 538, "Georgia Early Literacy Act"
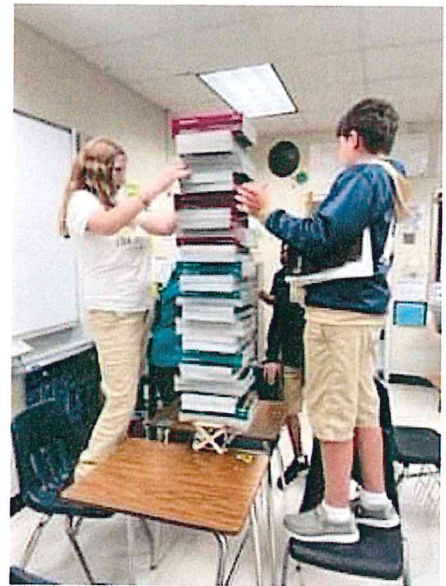
- Provide professional learning for new ELA standards, with full implementation during the 2025-2026 school year (decomposition of standards and alignment to curriculum and resources)
- Reconfigure District Literacy Team's focus to Science of Reading and new standards training and implementation
- Develop and implement new ELA schedule for K-5 to include specific times for Foundational Literacy, whole group, and small group instruction
- Implement strategies and best practices from Rollins training in grades PreK-5, with plans to expand to middle and high school
    - Establish literacy constitution and expand to District level
    - Administer CORE Diagnostic Assessment to identify specific literacy deficits and plan for small group differentiation
    - Implement *UFLI* phonics instruction in grades K-3 and K-5 SPED and *Morpheme Magic* in grades 4-5
    - Establish lab site classrooms in grades K-3
    - Implement and monitor strategies and best practices (PAT Strategy, Heart Words Strategy, TALK Ladder, 4 Part Processor Model, Sound Walls)

Who's Responsible: Administrators, Teachers/Staff, Literacy Coordinator, Governor's Office of School Achievement (GOSA), Academic Coaches

Resources Needed: Professional Learning, Technology, Consultants, Funding, Instructional Resources, Assessment Resources (Reading Inventory, DIBELS, CORE Diagnostic Assessment), Literacy Standards

Timeline: August 2024-July 2028

Measurements: Lexile scores, EOC and EOG scores, CCRPI score, DIBELS scores, CORE scores

Goal 8

Ensure that schools provide a climate that maximizes social-emotional learning built on respect, encouragement, and relationships.

Strategies to Meet Goal

- Continue to improve discipline procedures and protocols, utilizing feedback from teachers, students, parents, and School Governance Teams; monitor school climate through the use of student and parent surveys
- Implement Capturing Kids' Hearts (CKH), a program focusing on building and maintaining positive relationships
- Continue and expand bullying prevention programs to include cyber bullying
- Implement Positive Behavioral Interventions and Supports (PBIS) system wide
- Continue partnership with Georgia Pines for on-site mental health services
- Monitor student and teacher attendance; continue to utilize MAST (Mitchell Attendance Support Team) protocols for students with excessive absences
- Continue to improve upon offering quality breakfast options, break items, and well balanced lunches to students and staff throughout the year through the use of the Community Eligibility Provision, Fresh Fruits and Vegetables Grant, After School Grant, and the Seamless Summer option

Who's Responsible: Administrators, Teachers/Staff, CEIS Specialist, PBIS Teams, School Nutrition Coordinator

Resources Needed: School Climate Surveys, Professional Learning, Funding, Financial Data, State and Federal Guidelines

Timeline: August 2024-July 2028

Measurements: CCRPI Scores, Student and Teacher Attendance, Office Referrals, Account Data

Funding

Objective Statement

Resources will be leveraged to the maximum benefit of all Pelham City Schools Charter System's students.

Goal 1

Continually monitor ESPLOST revenue from both Mitchell County/Pelham to plan for future facility needs. Plan and budget for modernization of current facilities.

Strategies to Meet Goal

- Widely communicate future plans for facilities through the use of faculty meetings, surveys, community work sessions, feasibility committee and information posted on the website
- Maintain and enhance facilities through renovation, modernization, and construction in accordance with the five year facilities plan

Who's Responsible: Superintendent, Assistant Superintendent, Board Members, Principals, Faculty, Committee Members

Resources Needed: Time, Financial, Space

Timeline: August 2024-July 2028

Measurement: DOE Facility Plan Approved, BOE Member/Stakeholder Assessments

Goal 2

Continue to model and improve in federal, state, and local budgets (Title programs, SPLOST funds, Pre-K funds, etc.) sufficient fiscal resources and expenditure controls for implementing both a comprehensive data system and an evaluation system that uses data to measure and improve effectiveness in meeting objectives for enhanced student learning.

Strategies to Meet Goal

- Continually update and communicate system expectations for all expenditure controls both at the central office, governance team, and school level

Who's Responsible: Administrators, School Governance Teams

Resources Needed: Meeting Times to Explain Expectations/Training

Timeline: August 2024-July 2028

Measurement: No Expenditure Related Annual Audit Findings/Year to Date Budget Review

- Widely communicate how school system budgets work through the use of faculty meetings, surveys, and information posted on the website

Who's Responsible: Administrators, Board Members, School Governance Teams

Resources Needed: Meeting Times to Explain Budget

Timeline: August 2024-July 2028

Measurement: Stakeholder Surveys, Community Feedback

- Develop and administer the annual school system budget based upon actual revenues and expenditures

Who's Responsible: Superintendent, Director of Finance, Board Members, System Leadership, Faculty/Staff, School Governance Teams

Resources Needed: Time, Applicable Training for Staff

Timeline: Annually

Measurement: Financial Reports

- Hold budget public hearings in accordance with HB65

Who's Responsible: Superintendent, Director of Finance, Board Members, System Leadership, Faculty/Staff, School Governance Teams

Resources Needed: Time, Applicable Training for Staff

Timeline: Annually

Measurement: Financial Reports

Goal 3

Continue to plan for future technology needs and ensure sustainability of our current technology.
Strategy to Meet Goal

- Distribute a technology survey to faculty/staff to as a part of the annual Comprehensive Needs Assessment to assess specific technology challenges and needs in order to review and modify the three year technology plan

Who's Responsible: Superintendent, Director of Technology, Principals, Leadership Team

Resources Needed: Time to Develop and Conduct Survey and Analyze Results

Timeline: Annually

Measurement: Technology Survey, Three Year Technology Plan, Technology Inventory

Goal 4

Continue to leverage funding and plan for providing, clean, well-maintained, and modern, safe school facilities.

Strategies to Meet Goal

- Budget for the use of a report card system to communicate expectations, levels of quality, and areas for improvement regarding maintenance and upkeep of facilities
- Use parent, student, and staff survey results as perceptual data to focus on areas of strength and budget for areas of improvement regarding building maintenance, upkeep, and safety
- Conduct system-wide Focus Walk visits by the PCS central office to assist building level principals in maintaining clean, secure, and quality facilities
- Implement the Centegix alert system that provides immediate communication with first responders, both system-appointed personnel and law enforcement, as needed, in the event of a health and safety threat
- Maintain safe and secure schools and facilities through the monitoring of the School Safety Team/administration and school safety grant funds
- Continue to seek grant funding through GSBA and other sources to improve the safety of school facilities

Who's Responsible: Assistant Superintendent, Superintendent, Principals, and Custodians, Facilities Committee, School Governance Teams, School Safety Team

Resources: Report Cards, Surveys, Observations

Timeline: August 2024-July 2028

Measurement: Report Cards, Survey Results, Focus Walk Data

Public Relations/Communication

Objective Statement

Continually foster positive communicative relationships with all persons associated with Pelham City Schools Charter System for the betterment of its students.

Goal 1

Make our schools an inviting place to be for students, parents, staff, and the larger community in order to collaboratively involve stakeholders in shaping the direction of Pelham City Schools.

Strategies to Meet Goal

- Actively solicit stakeholder involvement and participation in scheduled Community Work Sessions
- Conduct regularly scheduled School Governance meetings to include follow-up communication with Board of Education
- Conduct regularly scheduled Parent Involvement Council meetings
- Complete Title I Student, Parent, Community, and Staff Surveys

Who's Responsible: Superintendent, Board Members, Principals, Director of Teaching and Learning, Parent Involvement Coordinator

Resources Needed: Time, Notification of Meetings, Surveys, Training

Timeline: August 2024-July 2028

Measurement: Community Feedback, Survey Results, School Governance Team Meeting minutes, Parent Involvement Council Meeting Minutes

Goal 2

Improve upon consistent information dissemination among employees, parents, and the community by fully utilizing all technology available.

Strategies to Meet Goal

- Grow parent, business, and employee email distribution list
- Update student information in Infinite Campus regularly

- Increase the use of the Infinite Campus Portal among parents
- Create a texting notification system at each school and at the system level; utilize Remind101 as a classroom tool for communication
- Increase the use of social media (Facebook, Twitter, etc.)
- Update district and school websites regularly
- Increase the use of teacher websites for distribution of course expectations and content
- Continue the use of the automated phone notification system for parents and staff

Who's Responsible: Superintendent, Director of Technology, Administrators, Teachers/Staff

Resources Needed: Funding, Technology, Time

Timeline: August 2024-July 2028

Measurement: Technology Usage Data Reports, Websites

Goal 3

Continue to create and develop open public-private partnerships between local businesses and educational and human service organizations to support early childhood initiatives that address healthy child/family development and economic benefits to the community, the understanding that decisions are driven by what is in the best interest of the students.

Strategies to Meet Goal

- Conduct annual Board Member Leadership Retreat with system administrators
- Board Members stay abreast of current educational issues through annual training
- Conduct monthly District and School Leadership Team meetings

Who's Responsible: Board of Education Members, Superintendent, Administrators, Leadership Team Members

Resources Needed: Time, Funds, Professional Learning

Timeline: August 2024-July 2028

Measurement: Meeting Minutes and Agendas, Training Agendas

Goal 4

Increase parental engagement and community involvement.

Strategies to Meet Goal

- Establish system-wide protocols to foster welcoming environments that encourage parents and community members to become active partners in the students' education
- Recruit additional Partners in Education by strengthening relationships with civic groups, businesses, and the faith-based community
- Offer a variety of times and locations for parent involvement activities, community work sessions, and volunteer opportunities for community stakeholders to provide input.

Who's Responsible: Board of Education Members, Superintendent, Assistant Superintendent, Principals, Director of Teaching and Learning, Parent Involvement Coordinator, School Governance Teams

Resources Needed: Training, Time, Supplies

Timeline: August 2024-July 2028

Measurement: Sign In Sheets, Protocol Checklists, Increased Participation in Partners in Education

NOTE: The system strategic plan is ever evolving as goals are accomplished by the school system and based upon survey information obtained from stakeholders.

Educational Acronyms and Terms Defined

AC – Advanced Content: a state-approved delivery model for gifted education in which students are homogeneously grouped on the basis of achievement and interest in a specific academic content area; the district may elect to include students who are not identified as gifted but who have demonstrated exceptional ability and motivation in a particular content area

BOE – Board of Education: agency charged with adopting policies to govern educational entities within the local educational agenc

CCRPI – College and Career Readiness Performance Index: a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students

CEIS – Coordinated Early Intervention Services: services provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment

CORE – Consortium on Reading Excellence: a diagnostic assessment designed to assess the phonics and phonics-related skills that have a high rate of application in beginning reading

CTAE – Career Technical and Agricultural Education: a state-approved career enhancement program that includes an articulated sequence of rigorous academic and career-related courses

DOE – Department of Education: the agency charged with the fiscal and administrative management of certain aspects of K-12 public education including the implementation of federal and state mandates

ELA – English Language Arts: a school subject encompassing reading, writing, grammar, spelling, and other skills related to using language

EOC – End of Course: a standardized test, in grades 9-12, designed to assess student performance on the standards specific to each course and serve as a student's final exam in the associated course

EOG – End of Grade: a standardized assessment, in grades 3-8, designed to measure student achievement relative to the knowledge and skills set forth in the state adopted content standards specific to each subject and grade

ESPLOST – Education Special Purpose Local Option Sales Tax: the option that a local school district has to call for a referendum to approve a one percent sales tax to help fund school facility improvements.

FBLA – Future Business Leaders of America

FFA – Future Farmers of America: an intercurricular student organization for those interested in agriculture and leadership which provides a path to achievement in premier leadership, personal growth and career success through agricultural education

FTE – Full Time Equivalency: refers to the state funding mechanism based on the student enrollment and the educational services local school systems provide for the students

GVP – Georgia Vision Project: The comprehensive name for the Georgia School Board Association's vision for how school boards serve their local areas.

GLISI – Georgia Leadership Institute for School Improvement: an independent, non-profit organization that is committed to working with district and school leaders to build leadership capacity, improve organizational effectiveness, and create conditions that improvement student achievement

GOSA – Governor's Office of Student Achievement: formerly the Office of Education Accountability, this agency strives to increase student achievement and school completion across Georgia through meaningful, transparent and objective analysis and communication of statewide data

GSBA – Georgia School Board Association: a representative agency whose mission is to ensure excellence in the governance of local school systems by providing leadership, advocacy and services, and by representing the collective resolve of Georgia's 180 elected boards of education

GSE –Georgia Standards of Excellence: a set of standards that provides clear expectations for instruction, assessment, and student work in science, social studies, CTAE, the arts, and Health/PE

LKES – Leader Keys Effectiveness System: a common evaluation system that will allow the state to ensure consistency and comparability across districts, based on a common definition of leader effectiveness

MAST– Mitchell Attendance Support Team: a representative group whose overall objective is to improve attendance and graduation rates of youth in Mitchell County by addressing specific attendance issues upon referral from individual schools

MTSS – Multi-Tiered Systems of Support: a process for providing intervention, support, and acceleration to students based on formative and summative assessment data.

PBIS – Positive Behavioral Interventions and Supports: a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success

PCS – Pelham City Schools Charter System: an independent school system, within the city limits of Pelham, Georgia, located in Mitchell County

RESA – Regional Educational Service Agency: a network of strategically placed agencies that support the work, improvement, and effectiveness of local systems and schools

SAT – Scholastic Assessment Test: a standardized exam designed to assess a student's academic readiness for college

SGM – Student Growth Measure: a method for determining how much academic progress students are making by measuring growth between two points in time

SLDS – State Longitudinal Data System: an application that is accessed via a link in the district's Student Information System and provides districts, schools, and teachers with access to historical data, including assessments, attendance, enrollment, courses, and grades

TKES – Teacher Keys Effectiveness System: a common evaluation system that offers clear and precise indicators and resources to guide teachers to improved performance which will positively impact student achievement

Pelham City Board of Education

The Pelham City Board of Education is the governing body for the school system. The Board of Education of the City of Pelham is composed of seven citizens representing District 1 and District 2 and elected by the citizens for a four-year term on a non-partisan basis. As representatives of the people, school board members are responsible for ensuring that school system operations are efficient, financially and legally sound, and focused on the best interest of Pelham City's children. As constitutional officers of Georgia, school board members are responsible for the management and control of the school system. The Board establishes educational policies and programs, employs school personnel, adopts annual budgets, sets tax millage rates for operation of the school system, and authorizes expenditure of school funds. As community leaders, school board members serve as advocates for the students in our schools and determine the actions that it believes are in the best interest of the students and the community. The Board employs the superintendent as chief executive officer to administer the school system.

Left to right: Dr. Cindy Drury; Mr. Neal Hilliard, Vice-Chair; Ms. Joy Hurst;
Mrs. Patricia Adams, Chair; Mrs. Patricia Wilkins; Ms. Helen Cody; Ms. Annette Ervin;
Mr. Floyd Fort, Superintendent

Pelham City Schools Charter System

Pelham Elementary School
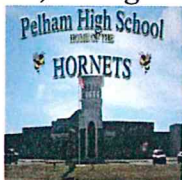**534 Barrow Avenue**
Pelham, Georgia 31779

Pelham City Middle School
209 Mathewson Avenue
Pelham, Georgia 31779

Pelham High School
720 Barrow Avenue
Pelham, Georgia 31779

Pelham Achievement Center
203 Mathewson Avenue
Pelham, Georgia 31779

Pelham City Schools Charter System
203 Mathewson Avenue
Pelham, Georgia 31779
229-294-8715
www.pelham-city.k12.ga.us

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