

2017

Project Achieve: A Literacy Program for Excellence

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Consultancy Project Executive Summary

Organization: Gardner-Webb University School of Education

Project Title: Project Achieve: A Literacy Program for Excellence

Candidate: Deitra Johnson

Consultancy Coach: Dr. John Balls

Defense Date: July 11, 2017

Authorized by: Bobbie Hartwell, Jr., Principal

Abstract

Project Achieve: A Literacy Plan for Excellence. Johnson, Deita Tenita, 2017, Consultancy Project, Gardner-Webb University, Digital Commons/Student Efficacy/STEMS/Literacy Program

The South Carolina 2013 PASS and HSAP scores indicate students in third through eighth and eleventh grades were below national averages, the achievement gap between subgroups were increasing, and the infusion of STEMs education will encourage student interest. In this project, The Read to Succeed program was incentivizing quarterly after each STAR Reading literacy assessment. The challenge with low-poverty, low-achieving students is student efficacy. The program's goal was to develop student efficacy in our school. The South Carolina state curriculum was utilized with the infusion of literacy across the curriculum and STEMs education. Educators established relationships with students focusing on creating a positive learning environment, stimulating student learning, and promoting a positive school culture through clubs and social organizations. The 2016-2017 preliminary results based on the STAR growth results indicate that the sixth-grade students decreased the scale score by 11% points; seventh-grade students increased by 14% points; finally, the eighth-grade students remained the same.

Acknowledgments

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1 Introduction

1.1 Project Purpose

The purpose of this project is to implement and incentivize the state literacy program, Read to Succeed. The Read to Succeed program was developed because of South Carolina 2013 PASS and HSAP scores for students from Grades 3-8 and 11. These scores indicated that students in South Carolina schools were falling behind the national average, the achievement gap was widening between subgroups, and students were below grade level. Program Achieve: A Literacy Program for Excellence is designed to increase literacy, literacy fluency, and promote Science, Technology, Engineering, and Mathematics (STEMs) education. This program's ultimate goal is to encourage students to pursue the math and science fields that are predominantly male-dominated fields of interests and professions. According to the 2011 U.S. Department of Commerce Economics and Statistic Administration, women hold less than 25% of STEM-based professions, which is a 20-year phenomenon while women with STEM-based professions earn 33% more than comparable women in non-stems professions, women are still not drawn to these types of professions. The 2012-2013 Where are the STEMs Students? indicated that female student interest in science previously increased at a rapid pace but seems to have peaked, while female interest in engineering and technology is steady. The interest in mathematics is slowly decreasing, and female students are significantly more likely to be interested in the STEMs majors/careers in the areas of biology, chemistry, marine biology, and science. Women, Minorities, and Persons with Disabilities in Science and Engineering: National Science Foundation (2013) reported that in 2010, 10.7% of African-Americans achieved a STEMs-based bachelor's degree, 13% of African-American females achieved a STEM-based master's degree, and less than 1% of African-American females received a STEM-based doctorate. Program Achieve: A Literacy Program for Excellence is designed to educate and empower students to become literate, pursue the math and science fields of interest and profession through exposure and educational competition.

Program Achieve: A Literacy Program for Excellence goal is to provide educational reform for students in the areas of math and science. This focus on the STEMs program will change student lives and possible opportunities. An education in the sciences will provide students and their families with financial security, community empowerment, and national influences. Program Achieve: A Literacy Program for Excellence will utilize STEMs and literacy fundamentals, best practices, changes in teaching and learning practices for teachers and students from sixth through eighth grade. The team will review, study, and implement the practices established by the Massachusetts' Plan for Excellence in STEMs Education (2010). Utilizing this plan for middle school students, the community, STEMs professions, parents, and other influential adults will lead to the success of students in the school. Program Achieve: A Literacy Program for Excellence will create an environment for students to excel and prepare to become lifelong learners through skill development, and educational experiences which will enhance student education and literacy rates.

Those students needing enrichment, tutoring, or any additional support may have support assigned via computer-based program instruction. The faculty and staff will take professional development classes in STEMs and literacy education as we attempt to build student efficacy in these students. The staff will be expected to effectively utilize technology in the classroom, reading and writing across the curriculum in the content area; and finally, educators will be trained to review and analyze data. The administrations will attempt to design situations that will create leaders within this school climate. The STEMs educators will provide experiments, virtual field trips, and field studies to enhance a greater understanding of the sciences.

The teachers involved in Program Achieve: A Literacy Program for Excellence believe in the importance of educating at-risk youth, closing educational achievement gaps, and making educational differences that will impact society.

This faculty and staff have initiative, personal and professional positive self-efficacy, and ultimately a goal of continuing to educate themselves. As educators, we understand the educational process is a continuous challenge. Leadership will constantly evaluate the teaching and learning strategies to best meet the needs of the students. Supporting students in the Read to Succeed Program and STEMs empowers the Program Achieve: A Literacy Program for Excellence. The school leadership will support the state and district mission and vision through guidance, protection, and leadership to assure the success of our teachers and students.

The students, parents, mentors, supporters, faculty, staff, and administration have a dynamic task ahead of them. School leadership seeks to create an atmosphere open to teaching and learning; providing a hands-on project-based approach to teaching the sciences. Producing invaluable learning opportunities for students, parents, and mentorship will positively influence our students learning outcomes. Professional developments, community support, and teachers will provide a support system for these children. The school faculty and staff are committed to making a significant difference in the lives of children in the South Carolina. This movement correctly implemented will become a flagship program for a change toward educational needs, which will create an institution of leadership. It is my personal goal to become a change agent and create an institution that develop leaders among leaders. As we incentivize this literacy program, the student body will embrace hands-on projects, literacy across the curriculum, and mentoring experiences from sixth through eighth grades. This will prepare students for a future in the STEMs profession. This program has allowed me to follow my passion in education and create college-bound students.

2 Project Scope

Program Achieve: A Literacy Program for Excellence is designed to increase student interest, achievement, career, and college readiness for Grades 6-8. The Program will emphasize hands-on, inquiry-based learning activities working directly with STEMs projects to learn about STEMs professions, STEMs-related competitions, and classes. When students are provided with these educational challenges, it is our desire to establish career interests; and fun as they learn. Program Achieve: A Literacy Program for Excellence is designed to educate all students with an emphasis on the STEMs curriculum and literacy throughout the curriculum. Incentivizing the literacy program will provide greater interest which has made teaching more enjoyable. Educators provide teaching and learning experiences based on the state standards. Students will be educated on the traditional model using the state curriculum for students in Grades 6-8 in each of the respective subjects. We will provide English, math, science, social studies, physical education and health, career technology and business education, music, and Spanish. The focus will be on providing the quality of education primarily in the areas of advanced placement, honors, and particularly regular education classes. Teachers are expected to provide remediation for those students experiencing difficulties; this will provide students with the educational support to reach the desired goals. As a school team, we will evaluate the student's test scores for Grades 6-8 in the SCREADY, SCPASS, and STAR reading results. These results will determine student groupings, grade levels, and remediation intensity. The teachers participate regularly in data chats. Teachers will conduct parent and student conferences to inform families on strengths, areas of improvement, and strategies families can implement to assist in developing student skills.

Enhanced lesson planning, effective working environment, and the use of technology will support an optimal teaching and learning environment. The building will promote a positive learning environment, ingenuity, and creativity. The state-provided curriculum and pacing guides allow teachers ingenuity, infusing state of the art technology-based lessons and fueling students with interesting project-based activities make learning fun and interesting. Educators will use technology and literacy best practices; as these strategies are integrated into lessons, our goal is to increase student interest. While fun STEMs and literacy activities in the classroom increase the expectation is through interactive lessons student's test scores will increase. Technology will be used by students and educators regularly. These tools will sharpen their greatest assets, their minds. Educators are required to participate in professional development workshops in STEMs and literacy. The South Carolina department of education requires schools to provide an additional 30-minute literacy enrichment class. This class is designed to promote a higher national average for the states literacy rate, increase the school rating, and students test scores. The STEMs and literacy infusion will prepare students for 21st century skill needs and create career and college ready students. As educators, we are in competition with electronics and gadgets. Our lessons must be engaging, complex, and dynamic to compete for the attention of students. Technology is the answer to regaining our students. To ensure that each faculty and staff member is prepared to meet the challenges of educating middle school students on STEMs, classes will be provided. The STEMs workshops provide professional development for all subject areas, promote best practice strategies, and encourage the use of technology in classes.

Program Achieve: A Literacy Program for Excellence will provide students with a positive learning environment with an emphasis on the sciences. The students' school climate team will provide an opportunity for students to become active members of the school through clubs and organizations, participating in STEMs competitions, and socialize during meal times. This organization's sole purpose will be to foster an atmosphere designed for interesting, thought-provoking fun in education. It is our desire to create a school that students will not want to leave; the school's reputation will become bolstered through student and parent testimonies. Program Achieve: A Literacy Program for Excellence will seek to recruit faculty, staff, and students who are eager to change lives on the premise of educational excellence, providing equal opportunities for students.

This will provide a platform for continuous change in this global economy. Professional development and commitment to the students and the community will increase the students who attempt and achieve postsecondary degrees in the sciences and promote females entering the STEMs profession. The opportunity for achievement in postsecondary and graduate degrees in the sciences will assist students with changing their lives and the lives of generations to come. With an education in the sciences, the American dream is an attainable goal and less of a dream. Program Achieve: A Literacy Program for Excellence will utilize these fun activities which will provide support for students, foster learning programs, and create a knowledge baseline for families as teachers introduce new materials to students. The expectation is that the students, teachers, and administrators understand that while learning is first, students should enjoy learning; teachers and school leaders are encouraged to foster a love for learning.

3 Deliverables

Specific Objective	Time & Deliverables
Identify students and teachers	<p>August 2016- Oct 2016</p> <p>Align the students, faculty, and staff for specific teaching and learning levels for Grades 6-8. The focus is STEMs and literacy, data conversations, and team planning meeting.</p>
Utilize the state curriculum, research and identify best practices technology and STEMs.	<p>August 2016-June 2017</p> <p>To build a positive school climate, the faculty and staff will create a STEMs committee; teachers will research literacy and technology-based best practices. Teachers determine the use of technology and the integration into their classroom.</p>
Participate in professional development workshops, implement activities in lesson in the areas of literacy and STEMs education.	<p>August 2016-June 2017</p> <p>School faculty and staff will participate in a variety of professional development courses which will support the infusion of literacy and STEMs. We will utilize these courses to remain current on best practices and share teaching and learning strategies with colleagues.</p>
Develop a student-centered school climate, create a positive teaching and learning environment and build positive teacher student relationships.	<p>Oct 2016-June 2017</p> <p>We will create bi-monthly student center groups and organizations designed to promote a positive learning environment, stimulate student learning, and enhance school culture. A team will be developed to determine the most effective programs to implement which will create a student-centered positive atmosphere.</p>

4 Project Approach

Program Achieve: A Literacy Program for Excellence was implemented in the 2016-2017 school year. This program is the result of the Read to Succeed initiative based on 2013 Pass and HSAP scores. This program is designed to increase the literacy rate, student interest and achievement, and career and college readiness for students in Grades 6-8. The program emphasizes hands-on, inquiry-based learning activities, STEMs-based professional development to incorporate STEMs-related competitions within the classroom, and literacy-infused activities. Program Achieve: A Literacy Program for Excellence is designed to educate all students in the areas of STEMs and literacy. It is intended to provide interesting and enjoyable teaching and learning opportunities. Teachers will provide engaging lessons designed to encourage students to be literate while achieving support from the family and the school. In doing so, as the child learns, the family will also be learning about the changes occurring with classroom instruction in this digital age. This provides the connectivity between the family, teacher, and school dynamic. The digital classroom and the activities involved in a one-to-one classroom provide a platform to have a deeper, more rewarding understanding of the educational experiences that the child received.

Students are educated in the traditional middle school model using the state curriculum for students in Grades 6-8. We will provide English, math, science, social studies, physical education and health, career, technology, business, and Spanish. The expectation is the highest quality education in advanced placement, honors, and the regular education classes. As teachers assess the students, teachers provide remediation for those students experiencing difficulties; this provides students with the educational supports to reach the desired goals.

As a school team, we evaluated the SCREADY test scores, PASS test scores, pretests, and test data from each subject area. In doing so, the teachers will participate in regularly analyzing data and conducting parent and student conferences. These conferences informed families on strengths, areas of improvement, and strategies families can implement to assist students in developing their skills. The South Carolina Department of Education has made efforts to intertwine social studies standards, science standards, and literacy throughout the curriculum and provide other high-quality college and career ready standards in STEMs fields. STEMs-based assignments encourage the development and understanding of subjects through games, project-based assignments, and virtual experimentation as students learn through play. This fosters learning opportunities and success through play. Learning games and activities provide students with an opportunity to encourage one another and build efficacy in a judgment-free environment. Success through STEMs prepares students for college and career readiness. As students win through play, competition is one strategy used to eliminate the apparent achievement gaps based on race, gender, or economic level.

According to the Federal Science, Technology, Engineering, and Mathematics (STEMS) Education 5 Years Strategic Plan,

our K-12 system is 'middle of the pack' in international comparisons: Among 33 Organization for Economic Cooperation and Development (OECD) countries that participated in a recent Program for International Student Assessment (PISA) study which measures student ability to apply what they have learned in reading, mathematics, and science and has been designed to assess whether students can use their knowledge in real-life situations, 12 countries had higher scores than did the United States in science and 17 had higher scores in mathematics. Progress on STEM is critical to building a just and inclusive society: STEM participation and achievement statistics are especially disturbing for women and minorities, who are substantially underrepresented in STEM fields. While earning a STEM degree is one important milestone in pursuing a STEM career, just 2.2 percent of Hispanics and Latinos, 2.7 percent of African Americans, and 3.3 percent of Native Americans and Alaska Natives have earned a first university degree

in the natural sciences or engineering by age 24. While women constitute the majority of students on college campuses and roughly 46 percent of the workforce, they represent less than one in five bachelor's recipients in fields like computer science and engineering, and hold only 25 percent of STEM jobs. (pp. vi-vii)

Project Achieve: A Literacy Program for Excellence is designed to closed the achievement gap for minorities, girls in STEMs, and students living in poverty. It is our hope that students will pursue undergraduate and graduate educational opportunities based on positive experience and relationship initiated in this middle school program. This educational paradigm shift will effectively change our students, parents, and the greater community, which will intern change generations.

Program Achieve: A Literacy Program for Excellence will infuse STEMs and the fundamentals of teaching literacy through each subject strand. This infusion will also assist with the Federal Science, Technology, Engineering, and Mathematics (STEMs) Education 5 Years Strategic Plan. The Program has the potential to become a leader in the educational profession. The goal is to motivate students to become professionals in the sciences. The issues concerning the school are the recruiting staff and developing the school culture and climate. The screening process regarding the school represents a medium risk to the overall project. These are recognized as moderate issues because of the support systems established. The principal is highly interested in supporting the students in this area and believes, as I do, that this program can reach children in our area.

A new program in the school should be explicit about the types of teachers they want for the school and clear about its values and culture and the expectations of teachers. This will ensure that teachers embrace the program and have buy-in to the school's mission and vision. Being a part of a larger movement is attractive to high-performing people. Founders should highlight the fact that candidates will have the opportunity to join a founding team. Establishing high expectations for teachers and making those expectations clear from the outset ensures that staff members will be committed and informed of the hard work that lies ahead. It is the school leadership's job to encourage the development of the school, school culture, and community relationships. The school district provided the faculty and staff with a variety of professional development and train-the-trainer opportunities, which continue to build the professional. While professional development is an expensive component of the educational system, it is advantageous for the school to educate dedicated team members. This system will create a core of teacher leaders dedicated to the school and an additional core group of school leaders. A final benefit of this literacy and STEMs program for the employee was to have the opportunity to assist students in attaining success in other areas. This will provide the teachers in this school with the opportunity to support students in their endeavors and to support students outside of their subject areas across different educational strands. These are valuable benefits to the employees and the school systems. I believe the pitfalls as were avoided as we endeavored to change students in this program.

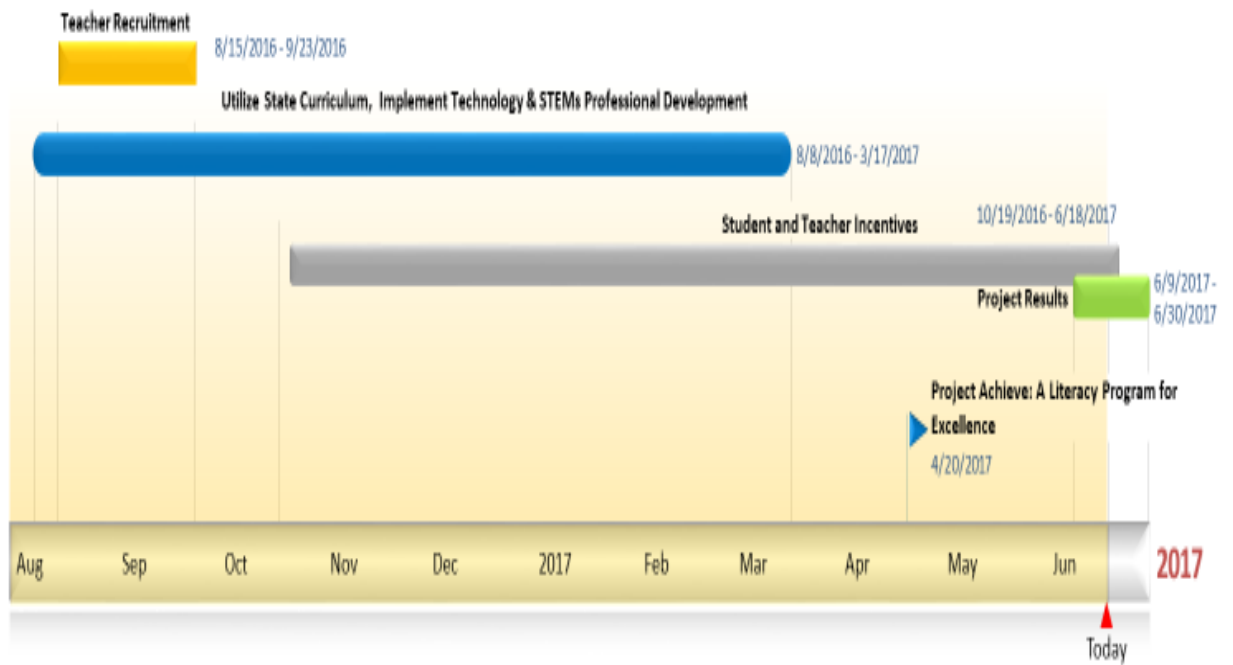
5 Communications Plan

Program Stakeholders	Information Needed	Rationale	Communication Method
Principal	Project Purpose, Description, Organizational Benefits, Anticipated Personal Benefits	Site Coordinator	Meeting
Principal School Administration IB Coordinator School Staff	Incentive Plan Purpose	Teachers and staff educate students on the schoolwide incentive plan. Teachers and administrators create a plan for the students on their grade level.	Grade Level Meetings

6 Work Plan

Key Leaders	Activities	Rationale
English Teachers Literacy Coordinator Principal	<p>During the first quarter, the literacy coordinator introduced a schoolwide read to the teachers and students with the text and audiobook. As we review the book, students have coinciding activities.</p> <p>After all students were tested, the students were assigned to core curricular teachers for daily 30-minute enrichment activities.</p>	<p>The South Carolina Department of Education requires the Read to Succeed program for all schools. The state empowers the principal to determine the team responsible for conceptualizing the literacy program in the school.</p>
English Teachers Literacy Coordinator	<p>Quarterly, students are assessed using the Renaissance Literacy assessment, STAR test. Based on their test scores, students are distributed into appropriate grade level reading groups for enrichment.</p>	<p>Provides quarterly feedback of the student's progress as we move throughout the school year. As the literacy coordinator reviews the data, students are distributed and redistributed to teachers according to their grade levels.</p>
Core Teachers Literacy Coordinators	<p>Teachers provide students with 30-minute literacy assignments with vocabulary and end of the week tests.</p>	<p>Students daily practice oral reading, researching answers in the text, and reading for understanding.</p>
SC State Department & School Staff	<p>To establish a positive school climate, we will research STEMs, literacy, and technology-based best practices. The faculty will determine how the school will utilize technology to integrate into the classroom; however, the use of technology is not optional. Also, the team will have to remain on budget, adhere to Best Practices, and maintain a student focus.</p>	<p>Teachers and staff use a variety of data-based tools to attract students in the areas of STEMs and literacy. These strategies include small group, smartboard power points, games, manipulatives, project-based activities, and sharing laptops.</p>
SC Department of Education Principal School Administration IB Coordinator	<p>The SC Department of Education will provide faculty professional development in the areas of STEM and literacy.</p>	<p>Professional developments provide teachers with the skills and ability to complete desired tasks.</p>

Project Achieve: A Literacy Program for Excellence



7 Milestones

Milestone number	Title	Forecast date
1	Statement of Purpose	12/14/14
2	Gant Project	5/7/15
3	Scope	5/7/15
4	Deliverables	7/19/15
5	Risk Management	12/4/15
6	Constraints	4/30/16
7	Project Plan	7/27/16
8	Budget	7/27/16
9	Quality Assurance	12/12/16
10	Overall Performance	4/28/17

8 Metrics and Results

School Demographics

Total Head Count 497

Ethnic Groups	6 th grade	7 th grade	8 th grade
Black	149	150	148
White	12	8	11
Two or More	6	7	10
Hispanic	1	1	3

Star Data	8/16-10/16	10/16-1/10	1/10-3/15	3/15-5/26	Year
	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Summary
Below 25 th	60.7	61.4	63.6	67.2	67.1
25 th to 49 th	24.9	25.2	18.2	21.9	21.8
50 th to 74 th	11.8	11.3	13.6	9.1	9.2
75 th to Above	2.6	2.1	1.8	1.8	1.8

Star Test Data 2016-2017 Growth Report

Grade	Scale Score 1 st Test	Final Test	Percentile Rank	Instructional Reading Level	Outcomes
6 th	509	498	19 TO 14	3.9	-11 Scale Score -5 Percentile Rank
7 th	557	571	17 TO 15	4.3	14 Scale Score -2 Percentile Rank
8 th	629	629	17 TO 13	4.8	Remained the same -4 PR

9 Risks, Constraints, Assumptions

9.1 Risks

Project Objectives	Project Benefits	Risks Financial Savings/ Increased Revenue	Risk Mitigation
Identify and recruit faculty and staff.	Obtain teacher interest in teaching Grades 6-8 STEMS and literacy program. Many teachers and staff will attend as a result of having a new opportunity.	Medium probability Average Daily Membership, special education head count, state funds, federal funds, and grants.	Recruit new and veteran teachers, promote the teacher leader model.
Utilize the state curriculum, identify and develop areas for the curriculum team to provide feedback based on the research from best practices. Purchase technology, technology packages, and utilize educational games to enhance student achievement.	Provide state of art tools needed for students with the skills and knowledge for 21st century learners, provide optimal teaching and learning experiences, build greater educational experiences, best practices, and skills needed to have the courage to pursue the sciences as a career.	High Probability Average Daily Membership, special education head count, state funds, federal funds, and grants.	
Develop, implement, and assess professional development workshops and courses for faculty, staff, parents, and students in the areas of best practices for students in the STEMS-based educational setting.	The project benefits are to maintain a high standard for teaching and learning, utilize skills provided by experts to bring out the best in educators and continue to motivate teachers to engage students.	Medium Probability Search for and utilize grants, sponsorship from local agencies, teacher leader model, mentor/mentee opportunities, train the trainer model, and book studies	Local talent, local civic organizations, faculty, and staff.

9.2 Constraints

Specific Objectives	Time & Constraints
Identify & recruit, faculty, and staff.	<p>Aug 2016-Sept 2016</p> <p>Due to the work required to create a program of this magnitude and depth, the Program Achieve: A Literacy Program for Excellence may have too many moving parts or very little faculty support.</p>
Utilize the state curriculum, identify and develop areas for the curriculum team to provide feedback based on the research from best practices.	<p>Aug 2016-March 2017</p> <p>The faculty and staff will not utilize technology, technology-based activity like quizizz.com, ALEX, US Test Prep, Renaissance Reading, STAR testing, LEXIA Core, Mastery Connect, Edmodo, and other websites teachers choose to use. An extended belief is that the faculty and staff would not be interested in gaining a working knowledge and understanding of the effects of technology in education and student achievement.</p>
Implement and assess professional workshops in the areas of best practices for STEMs and literacy-based education.	<p>Aug 2016-June 2017</p> <p>The faculty, staff, and administration may not or change their belief that STEMs and literacy education provide the best financial future for students; and the staff will not internalize, utilize best practices, professional development, and their history of educational processes.</p>
Create a positive school environment providing students with the opportunity to socialize as they would in a regular classroom setting.	<p>Oct 2016-April 2017</p> <p>As past research has demonstrated, students may not have any interest in attending STEMs and literacy without creating student interest.</p>

9.3 Assumptions

Specific Objectives	Time & Assumptions
Identify and recruit, faculty, and staff.	<p>August 2016-Sept 2016</p> <p>Faculty and staff understand the depth of the work involved in dedicating themselves to the program. Educators will value the work.</p>
Utilize the state curriculum, identify and develop areas for the curriculum team to provide feedback based on the research from best practices.	<p>August 2016-March 2017</p> <p>The faculty and staff utilize technology, technology-based activities like quizizz.com, ALEX, US Test Prep, STAR testing, LEXIA Core, Mastery Connect, and Edmodo. An extended belief is that the faculty and staff would be interested in gaining a working knowledge and understanding of the effects of technology in education and student achievement.</p>
Develop implement, and assess professional workshops and a course for faculty, staff, parents, and students in the areas of best practices for STEMs and literacy-based education.	<p>August 2016-June 2017</p> <p>The assumptions are the faculty, staff, and administration believe STEMs and literacy-based education provide the best economic future for students. Furthermore, the staff internalize best practices, professional development, and a history of educational processes. The additional assumptions are educators will value these processes and accept and utilize the information presented.</p>
Create a positive school environment providing students with the opportunity to socialize as they would in a regular classroom setting.	<p>October 2016-April 2017</p> <p>It is the hope that the students gain interest in the sciences, while faculty and staff will foster a joy for teaching and learning. It is our belief these relationships will provide students with educational opportunities to stimulate student success.</p>

10 Financial Plan

Project Objectives	Project Benefits	Financial Savings/ Increased Revenue	Risks Risk Mitigation
Identify and recruit faculty and staff.	Obtain teachers interested in teaching Grades 6-8 STEMS and literacy program. Many teachers and staff will attend as a result of having a new opportunity.	Average Daily Membership, special education head count, state funds, federal funds, and grants.	Medium probability Recruit new and veteran teachers, promote the teacher leader model.
Utilize the state curriculum, identify and develop areas for the curriculum team to provide feedback based on the research from best practices. Purchase technology, technology packages, and utilize educational games to enhance student achievement.	Provide state of art tools needed for students with the skills and knowledge for 21 century learners; provide optimal teaching and learning experiences; build greater educational experiences, best practices, and skills needed to have the courage to pursue the sciences as a career.	Average Daily Membership, special education head count, state funds, federal funds, and grants.	High probability
Develop, implement, and assess professional development workshops and courses for faculty, staff, parents, and students in the areas of best practices for students in the STEMS-based educational setting.	The project benefits are to maintain a high standard for teaching and learning, utilize skills provided by experts to bring out the best in educators, and continue to motivate teachers to engage students.	Search for and utilize grants, sponsorship from local agencies, teacher leader model, mentor/mentee opportunities, train the trainer model, and book studies.	Medium Probability Local talent, local civic organizations, faculty, and staff.

11 Quality Assurance Plan

Project Achieve: A Literacy Program for Excellence



12 Future Study

- Parent, community influence on student achievement
- Mentorship on low socioeconomic status students and student achievement
- Effects oral reading, writing, and reviewing text have on student achievement
- Effects games/learning at play have on student achievement

13 Reflections

Project Achieve: A Literacy Program for Excellence has the potential to increase student literacy rates utilizing reading across the curriculum strategies, motivate students with the use of STEMs and technology-based sites while encouraging learning with incentives, and prepare students for college and career readiness. I believe in this consultancy project. These students have the ability to excel. With the proper amount of incentives, parental and community support, our children will flourish. In fact, low-performing students should receive more positive reinforcements for their accomplishments. Data reflect that middle school students need the opportunity to communicate and socialize with their peers. Many of our teachers volunteer to assist our students regularly. This project has been a labor of love for myself and the teachers who have supported this project. As a result of this project, I have developed more positive relationships with students in ways I did not expect. I am no longer the “mean” teacher.

The school climate will have a positive change and provide an opportunity for members of our community to rededicate themselves to the children, the school, and the community as we move forward in the 21st century. Our district has taken the step to equalize and normalize computer education by supplying each child with a computer; however, many families do not understand the relevance or importance of their child (ren) using computers to assist in their educational process. This lack of understanding prompted many parents not to pay the \$30 insurance fee or sign the waiver which would allow student use of the laptop during the school year. At the end of the school year, families who signed the waiver will be billed for the computer use. Many parents have the financial means, but because families do not realize the obstacles their children face, the laptop are seen more of a toy and less of an instrument for learning. Frequently as a teacher, I have had to request that parents either return their laptops (because children were playing games on them), provide an old smart phone (for those who refuse to pay the fee), or allow their children to use their own cell phones to play, study, and review games at home.

Establishing a parent university will eliminate the various communication issues experienced between families and the school. Parents ideally will leave meetings with an understanding of their role in their child’s education. School leadership and teachers will communicate their expectation as we establish relationships and explain decisions regarding student educational experiences. The community frequently receives limited information regarding student behaviors and academic performances demonstrated. The implementation of the parent university will allow school leadership to address concerns and expectations and communicate the mission and vision of the school. These meetings can be tailored around our conversations regarding student performances and attitudes towards education. The plan incorporates the voices of all stakeholders and implements a rewards system for diligent work ethic with positive measurable outcomes. Ideally, as the program continues to promote student literacy rates and achievement expectations, scores and behavior will improve as relationships are developed.

Cultural change will occur when communication between the principal, school leadership, and the teachers develop relationships with the community beyond the parent conferences. The school will flourish and return to the once award-winning status we experienced in the 1980s and 1990s. This program infused with community support would change the minds of many community leaders and prompt a more intellectual conversation about the state of our community and the next steps we need to take to secure ourselves as educational leaders. The next steps for this program are to incorporate the business community with sponsorship letters that I am currently working on. The students of this area need a champion, and I believe that I have been called to do the job. With this plan in place, I expect excellence in the years to come.

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