Cherokee County School District

Preparing Today's Students to Become Tomorrow's Leaders

Title I Plan School Year: 2026-2027

Name of School: Gaffney Middle School

INCENTIVES

Important reminders about incentives:

- ☐ No food items can be used as an incentive
- ☐ Incentives can only TOTAL up to 1% of your total allocation
- ☐ Incentives MUST BE academic in nature

1	Total for budgeted incentives	*$2,754.54*
2	Items to be purchased as incentives	Noise-canceling headphones, portable chargers, Learning Is Lit! academic merchandise, academic field trips/experiences, Academic achievement medals, trophies, and certificates
3	Function Code:	Object Code:

Attach any additional documentation to the form.

1. What data provides evidence for this need?
   The Comprehensive Needs Assessment identified low academic performance in ELA (44%), Mathematics (15%), and Science (24%). Incentives will be used to motivate students to improve academic performance, assessment growth, attendance, and participation in intervention programs.

2. How will the incentives be earned?

Students will earn incentives through academic growth, benchmark assessment improvement, state assessment scores, semester grades, attendance improvement, and achievement of academic goals.

3. How often will the incentives be distributed?
   Quarterly, each semester, and at the conclusion of major academic programs and testing windows.

PERSONNEL REQUESTS (Any new personnel request must be approved by Dr. Dukes and Dr. Fitzpatrick)

When adding salaries, be sure monies will be spent by end of the grant

1	Title of Position	Academic Interventionist (Certified)
2	Person to Be Hired (If Known)	N/A
3	Pay	
	a. If ***SALARY*** (list the yearly salary amount)	
	b. If ***HOURLY*** (list the hourly rate, length of employment, and the total amount to be paid)	
4	Benefits (contact Finance office to get projected amount)	
5	Function Code:	Object Code:
	TOTAL	$102,867.31

Attach any additional documentation to the form (i.e. assessment, discipline, attendance etc.)

1. How was it determined this position was needed (provide specific data from needs assessment)? If position is used to reduce class size, provide ratio before and after.
   The Comprehensive Needs Assessment identified significant academic deficiencies across all content areas. Schoolwide proficiency rates are 44% in ELA, 15% in Mathematics, and 24% in Science. Subgroup data indicate persistent achievement gaps among African American students and students with disabilities. These students comprise a significant portion of the school's ATSI and CSI accountability groups and require additional academic support beyond Tier I instruction.

2. What group of students will this position target?
   The Academic Interventionist will primarily serve African American students, students with disabilities, ATSI and CSI student groups, and students identified through MTSS, benchmark assessments, classroom performance data, and state assessments as performing below grade level.

3. How will this position help improve student achievement in the targeted area?

The Academic Interventionist will provide Tier II and Tier III interventions through small-group instruction, progress monitoring, targeted remediation, push-in support, and collaboration with PLC teams. The position will help close achievement gaps, accelerate student learning, improve proficiency rates, and strengthen student growth in ELA, Mathematics, and Science.

1	Title of Position	Behavior Interventionist
2	Person to Be Hired (If Known)	N/A
3	Pay	
	a. If ***SALARY*** (list the yearly salary amount)	
	b. If ***HOURLY*** (list the hourly rate, length of employment, and the total amount to be paid)	
4	Benefits (contact Finance office to get projected amount)	
5	Function Code:	Object Code:
	TOTAL	$36,106.85

Attach any additional documentation to the form (i.e. assessment, discipline, attendance etc.)

4. How was it determined this position was needed (provide specific data from needs assessment)? If position is used to reduce class size, provide ratio before and after.
   The Comprehensive Needs Assessment identified student behavior, attendance, and school climate as significant barriers to academic achievement. With this position already in place, discipline incidents decreased from 2,242 to 1,503, the school continues to experience a substantial number of behavioral incidents that negatively impact instructional time. Chronic absenteeism remains at 23%, indicating a need for continued behavioral and attendance interventions.

5. What group of students will this position target?
   The Behavior Interventionist will serve students identified through discipline referrals, attendance data, counseling referrals, and school support teams. Priority will be given to students requiring Tier II and Tier III behavioral supports.

6. How will this position help improve student achievement in the targeted area?
   The Behavior Interventionist will provide mentoring, behavior coaching, attendance interventions, restorative practices, conflict resolution, and individualized support plans. By reducing behavioral disruptions and improving student engagement and attendance, the position will increase instructional time and improve student access to high-quality instruction.

PARENTING SUPPLIES

1	Total Amount for Parenting Supplies	*$10,000*
2	What Supplies are you purchasing?	• *Parent resource materials* • *Literacy resources for families* • *Mathematics support materials* • *Family workshop supplies* • *Parent training materials* • *Translation and communication materials* • *Refreshments for Title I Meetings, Family Literacy Night, Family Math Night, STEM Night, Data & Donuts, Academic Tailgate Night, and Multicultural Family Celebration Night*
3	Function Code:	Object Code:

Attach any additional documentation to the form.

1. What will the parenting supplies be used for?
   The supplies will support parent workshops, family engagement activities, academic nights, and parent training opportunities designed to strengthen families' ability to support student learning at home.

2. If purchasing refreshments for meetings, specify at which parent meetings you will be serving refreshments. Provide dates (if possible) and a description of the meeting.

- **Annual Title I Meetings** – Parents will receive information about Title I services, school performance data, parent rights, and opportunities to provide input into school improvement efforts.
- **Family Literacy & Math Night** – Families will participate in interactive literacy activities, reading strategies, vocabulary games, and receive take-home resources to support reading achievement. Families will also engage in hands-on math activities, problem-solving challenges, and real-world mathematics applications aligned to grade-level standards.

- **SC READY and SC PASS Parent Academies** – Workshops will help parents understand state assessments, achievement levels, testing strategies, and ways to support student success at home.
- **Data & Donuts** – Parents will be invited to review student academic data, benchmark results, attendance, and growth goals while learning how to monitor progress throughout the year.
- **Family STEM Night** – Students and families will participate in science experiments, engineering challenges, coding activities, and hands-on STEM projects that reinforce classroom learning.
- **Career and College Family Day** – Parents and students will explore college pathways, career opportunities, financial aid information, high school planning, and workforce readiness skills.
- **Parents as Partners AVID Workshops** – Sessions will provide strategies for supporting homework completion, study habits, organization, attendance, behavior, and student motivation.
- **Academic Tailgate Night** – Families will participate in grade-level academic games, trivia competitions, reading challenges, and math contests while learning ways to support achievement at home.
- **AVID Showcase Days** – Students will present projects, performances, STEM products, writing pieces, and academic accomplishments to families, promoting student ownership of learning.
- **Academic Celebration Events** – Quarterly events will recognize academic growth, attendance improvements, positive behavior, and student accomplishments while strengthening family-school partnerships.
- **Multicultural Family Celebration Day** – Families will participate in a schoolwide multicultural celebration that highlights the diverse cultures, traditions, languages, histories, and contributions represented within our school community. Students and families will engage in educational displays, cultural presentations, literacy activities, student projects, music, food tastings, and interactive learning experiences that promote cultural awareness, respect, and global understanding. This event will strengthen family engagement, celebrate diversity, and support students' social, emotional, and academic development by connecting learning to real-world experiences and perspectives.

3. How will this purchase improve parent communication and/or involvement?
   These activities will strengthen partnerships between home and school, increase parent participation in academic activities, improve communication, and provide families with strategies and resources to support student achievement.

INSTRUCTIONAL MATERIALS AND SUPPLIES

1	Material/Supply Cost	$38,000
2	What materials will be purchased?	• *SC READY preparation materials* • *SC PASS preparation materials* • *After-School Math Program Materials* • *Math intervention resources* • *Literacy intervention materials* • *Ron Clark Digital House System* • *IXL (Math, Science, Social, Studies, and Reading)* • *Science instructional resources* • *Small-group intervention supplies* • *Manipulatives* • *Supplemental instructional texts* • *Graphic organizers* • *Whiteboards and classroom instructional materials* • *Student binders* • *Dividers* • *Agendas* • *Folders* • *Organization systems* • *Academic tracking tools* • *Pencils* • *Markers*
3	Function Code:	Object Code:

Attach any additional documentation to the form (i.e. assessment, discipline, attendance etc.)

1. How was it determined that these materials were needed?
   The Comprehensive Needs Assessment identified low proficiency rates in ELA (44%), Mathematics (15%), and Science (24%). Classroom data and subgroup performance indicate a need for additional instructional resources and intervention materials.

2. Who will benefit from these materials? If a student group, which student group, and how will they benefit?
   All students will benefit, with priority support provided to African American students, students with disabilities, ATSI and CSI student groups, and students performing below grade level.

3. How will these materials help the school improve academic achievement?
   The materials will support standards-based instruction, intervention programs, small-group instruction, remediation efforts, and state assessment preparation.

4. How does these materials help contribute to the success of your Title I plan?
   The materials directly support the school's goals of increasing proficiency, reducing achievement gaps, strengthening interventions, and improving student outcomes.

5. What activity/program will these supplies or materials benefit?
   Core instruction, intervention classes, MTSS services, after-school tutoring, SC READY preparation, and classroom remediation efforts.

*****Applicable pieces must be inventoried.***

SUBSTITUTES AND STIPENDS

Substitutes

1	Number of Substitutes needed	
2	Number of days the Substitute will be needed	
3	Amount to be budgeted for Substitute Salaries	
4	Amount to be budgeted for Substitute Benefits	
3	Function Code:	Object Code:

Attach any additional documentation to the form (i.e. assessment, discipline, attendance etc.)

1. What Professional Development activities will the teachers attend that require a substitute?
   Substitutes will provide release time for teachers to participate in four different half day PLC planning, common assessment development, data analysis, instructional planning, intervention planning, and alignment work focused on Teacher Clarity and the district PLC Inquiry Cycle.

Stipend ($40.00 an-hour for certified, $25.00 an-hour for classified).

1	Stipend pay amount	*$16,740*
	a. Stipend Amount (if it is a single stipend)	

	b. If HOURLY (list the hourly rate, length of employment, and the **total** amount to be paid)	*After-School Math Support Program:* *3 teachers × 2 hrs × 54 days × $35/hr* *$11,340.00* *Bud Drivers for After-School Math Support Program:* *2 drivers × 54 days × 2 hrs × $25/hr* *$5,400*
2	Stipend Benefits (contact Finance Office to get projected amount)	
3	Function Code:	Object Code:

Attach any additional documentation to the form (i.e. assessment, discipline, attendance etc.)

1. What activity is the person receiving the stipend overseeing?
   The teachers receiving stipends will oversee the After-School Math Support Program, which provides targeted mathematics intervention, remediation, progress monitoring, and enrichment for students performing below grade level. Teachers will provide small-group instruction aligned to SC READY Mathematics standards, address identified learning gaps, and support students in developing problem-solving and mathematical reasoning skills.

2. How was it determined that this stipend was a need (provide specific data from needs assessment)?
   The Comprehensive Needs Assessment identified Mathematics as the school's greatest academic need. Only 15% of students met or exceeded expectations on the SC READY Mathematics assessment. Additionally, achievement gaps continue to exist among African American students and students with disabilities, who are identified ATSI and CSI student groups. Benchmark assessment data, classroom performance data, and MTSS progress-monitoring data further indicate the need for additional instructional time and targeted mathematics intervention beyond the regular school day.

3. How often will the activity associated with the stipend occur, when, and where?
   The After-School Math Support Program will occur twice per week on Tuesdays and Thursdays for 27 weeks, totaling 54 instructional days. Each session will last two hours and will be held at Gaffney Middle School immediately following the regular school day. Three certified teachers will provide instruction, and transportation will be available to ensure student participation.

4. How will the activity improve student achievement?
   The program will provide students with an additional 108 hours of focused mathematics instruction throughout the school year. Students will receive targeted support based on assessment data, participate in small-group instruction, engage in standards-based problem-solving activities, and receive individualized feedback to

address skill deficits. By increasing instructional time and providing focused interventions, the program is expected to improve mathematics proficiency, accelerate student growth, strengthen foundational skills, and increase performance on classroom assessments, benchmark assessments, and the SC READY Mathematics assessment.

5. How many individuals will be receiving a stipend? (Please List and provide amounts)
   Three certified teachers total salary of $11,340 and two bus drivers total salary of $5,400.

INSTRUCTIONAL KITS AND PROGRAMS

***When adding salaries, be sure monies will be spent by end of the grant*

1	Instructional Kit/Program Name	
2	Instructional Kit/Program Cost	
4	What is included in the cost of the Instructional Kit/Program	
3	Function Code:	Object Code:

Attach any additional documentation to the form (i.e. assessment, discipline, attendance etc.)

1. How was it determined that these kits/programs were needed?

2. Why were these kit(s)/program(s) chosen? (*Need to show how it would address the Comprehensive Needs assessment)*

3. Provide a description of the kit/program. (Can cut/paste from website).

4. Who will benefit from this kit/program? If a student group, which student group and how will they benefit?

5. How will this kit(s)/program(s) help the school improve academic achievement?

6. How will this kit/program help contribute to the success of your Title I plan?

7. What activity/program will these kit(s)/program(s) benefit?

****Applicable pieces must be inventoried.***

CONFERENCES AND PROFESSIONAL DEVELOPMENT

1	Total Budgeted for registration costs.	
2	Total budgeted for travel costs.	
3	Total budgeted for lodging costs.	
4	Total budgeted for meals	
5	Total budgeted for conference materials	
6	Function Code:	Object Code:
	TOTAL CONFERENCE COST	*$40,000*

Attach any additional documentation to the form (registration forms, conference agendas etc)

These forms DO NOT replace required District Documentation.

	CONFERENCE/PROFESSIONAL DEVELOPMENT TITLE	**CONFERENCE/PROFESSIONAL DEVELOPMENT TITLE**
Location	SCASA Myrtle Beach, SC	TBD
Dates	June 2027	TBD
Attendee, Names and Positions	GMS Administrators & Instructional Coaches	GMS Administrators & Instructional Coaches & Teachers

Why was this Conference/PD chosen?	Attendees are given the opportunity to collaborate with both peers and experts on the most effective state-of-the-art instructional and leadership approaches.	TBD
How many attendees? How was/were the attendee(s) chosen?	All Administrators & Instructional Leaders. Leadership was chosen to help build leadership capacity.	TBD
Who will benefit?	All Administrators & Instructional Leaders	GMS Administrators & Instructional Coaches & Teachers
What is your plan to share the information learned?	Staff meetings, grade-level meetings, and PLCs	Staff meetings, grade-level meetings, and PLC's
Registration Cost	$305 per person	TBD
Lodging Cost	$12,000	TBD
Meal Cost	$500	TBD
Materials Cost	$300	TBD

	CONFERENCE/PROFESSIONAL DEVELOPMENT TITLE	**CONFERENCE/PROFESSIONAL DEVELOPMENT TITLE**
Location		
Dates		
Attendees, Names and Positions		

Why was this Conference/PD chosen?		
How many attendees? How was/were the attendee(s) chosen?		
Who will benefit?		
What is your plan to share the information learned?		
Registration Cost		
Lodging Cost		
Meal Cost		
Materials Cost		

SPEAKERS AND CONSULTANTS (Must be Evidenced-Based)

1	Name of Speaker/Consultant	*Dr. Marquice Clark*
2	Cost of Speaker/Consultant	*$8,000*
3	Cost per participant (student/or teacher) for supplemental materials	*N/A*
4	Function Code:	Object Code:

Attach any additional documentation to the form (i.e. biography, additional materials (books)/supply list etc.)

**Reminder, the state considers cost effectiveness when determining whether or not to approve activities in this category.*

1. Who is the intended audience for the speaker/consultant?

   The intended audience for Dr. Marquice Clark is all certified teachers and instructional staff at Gaffney Middle School. The professional development

session will be conducted during each grade level PLC and is designed to strengthen small group instructional practices that directly impact student achievement, particularly for our ATSI and CSI student groups, including African American students and students with disabilities.

2. How was it determined that the speaker/consultant was needed for this audience, and what would be the focus?

   The need for Dr. Marquice Clark was identified through Gaffney Middle School's Comprehensive Needs Assessment. School data indicate that only 44% of students met or exceeded expectations in ELA, 15% in Mathematics, and 24% in Science, with persistent achievement gaps among our ATSI and CSI student populations. Classroom observations, PLC discussions, and MTSS reviews also revealed a need to strengthen teachers' implementation of differentiated instruction, Tier II interventions, and intentional small-group instructional practices. Dr. Clark's professional development will focus on designing and implementing effective small-group instruction, utilizing data to target student needs, and delivering high-quality Tier II interventions to accelerate student learning.

3. Why was this speaker/consultant chosen?

   Dr. Marquice Clark was selected because he is a nationally recognized turnaround leader with a proven record of improving student outcomes. As Principal of Cleveland Academy of Leadership, he led a multi-year transformation that resulted in the school's first-ever and now back-to-back Excellent ratings on the South Carolina School Report Card, significant gains in academic proficiency, and recognition as a South Carolina Turnaround School. Under his leadership, ELA proficiency increased from 20% to 52%, Mathematics from 13% to 58%, and Science from 7% to 55%, while discipline referrals decreased substantially. Dr. Clark was named the 2025 South Carolina Elementary Principal of the Year, earned the Cheryl Broadnax Award for Innovation and Results, and has extensive expertise in MTSS, Tier II supports, continuous improvement, and instructional leadership. His practical experience successfully implementing small-group instruction in a high-needs school setting makes him uniquely qualified to support Gaffney Middle School's improvement efforts.

4. How Often will the speaker/consultant visit the school/classroom, and how long will each visit last?

   Dr. Marquice Clark will visit Gaffney Middle School once during the school year to facilitate four targeted professional development sessions for teachers

and instructional staff, one for each grade level and one for elective teachers/SPED staff. Each session will last approximately 60 minutes and will include practical strategies, opportunities for teacher reflection, examples of effective small-group structures, and guidance for implementing Tier II interventions. Teachers will leave the session with actionable resources and strategies that can be immediately integrated into classroom instruction.

5. How will the speaker/consultant improve the students' academic performance?

   Dr. Clark's professional development is designed to strengthen teachers' capacity to provide differentiated instruction and targeted interventions aligned to student needs. By improving teachers' understanding and implementation of small-group instruction and Tier II supports, students will receive more personalized, data-driven instruction designed to close skill gaps and accelerate learning. Increased teacher effectiveness in these areas is expected to lead to improved classroom engagement, stronger academic growth, and higher proficiency rates, particularly among students identified in ATSI and CSI subgroups.

6. If the speaker/consultant targets teachers in a PD format, how will your measure your levels of implementation?

   Implementation will be measured through teacher feedback surveys, PLC reflections, walkthrough observations, lesson plan reviews, benchmark data, student assessment data, and MTSS documentation. Immediately after the professional development, teachers will complete a survey evaluating the training's relevance, quality, and applicability. School leaders will monitor implementation through classroom observations, specifically looking for evidence of purposeful small-group instruction, differentiated learning experiences, and targeted Tier II interventions. Student performance data, progress-monitoring measures, and benchmark assessments will also be analyzed to determine the impact of implementation on student learning outcomes.

1	Name of Speaker/Consultant	*Solution Tree*
2	Cost of Speaker/Consultant	*$20,000*
3	Cost per participant (student/or teacher) for supplemental materials	*N/A*

4	Function Code:	Object Code:

7. Who is the intended audience for the speaker/consultant?

   The intended audience for the Solution Tree consultants is a selected group of teachers, instructional leaders, interventionists, and administrators at Gaffney Middle School. Participants will attend professional learning sessions designed to strengthen schoolwide systems and instructional practices to improve student outcomes, particularly for our ATSI and CSI student populations.

8. How was it determined that the speaker/consultant was needed for this audience, and what would be the focus?

   The need for Solution Tree consultants was identified through Gaffney Middle School's Comprehensive Needs Assessment, which revealed low academic performance in core content areas, particularly Mathematics (15% proficiency), ELA (44% proficiency), and Science (24% proficiency), as well as achievement gaps among African American students and students with disabilities. Classroom observations, PLC discussions, MTSS data reviews, and school improvement planning also identified a need to strengthen Tier II intervention systems, instructional leadership capacity, and mathematics instructional practices. The focus of the professional development will be on implementing effective MTSS structures, improving mathematics instruction, and developing teacher and administrator leadership practices that support continuous school improvement.

9. Why was this speaker/consultant chosen?

   Solution Tree was selected because it is a nationally recognized organization with extensive expertise in professional learning communities, MTSS implementation, instructional improvement, and educational leadership. Their consultants provide research-based, practical strategies that have helped schools across the nation improve student achievement and build sustainable systems of support. Their work aligns directly with Gaffney Middle School's improvement priorities and will equip staff with tools and strategies to strengthen intervention practices, increase teacher effectiveness, and improve outcomes for all students.

10. How Often will the speaker/consultant visit the school/classroom, and how long will each visit last?

Solution Tree consultants will provide three professional development sessions during the school year, with each session lasting eight hours. The sessions will focus on MTSS implementation, mathematics instruction, and instructional leadership development. Teachers and school leaders will participate in the trainings and use the knowledge gained to strengthen classroom instruction, intervention systems, and leadership practices throughout the school year.

11. How will the speaker/consultant improve the students' academic performance?

    The professional development provided by Solution Tree will strengthen teachers' instructional practices, intervention strategies, and leadership capacity. By enhancing staff understanding of MTSS processes, effective mathematics instruction, and data-driven decision-making, teachers will be better equipped to provide targeted support to struggling learners and accelerate student growth. Improved implementation of Tier II interventions, high-quality classroom instruction, and strong leadership systems are expected to increase student engagement, close achievement gaps, and improve proficiency rates on classroom assessments, district benchmarks, and state assessments.

12. If the speaker/consultant targets teachers in a PD format, how will your measure your levels of implementation?

    Implementation will be measured through teacher surveys, walkthrough observations, PLC artifacts, MTSS meeting documentation, lesson plan reviews, and student performance data. Teachers will complete surveys following each training session to assess the relevance and usefulness of the professional development. School leaders will monitor implementation through classroom walkthroughs, observations, and PLC discussions to determine the extent to which teachers are utilizing MTSS practices, mathematics instructional strategies, and leadership tools learned during the sessions. Student assessment data, intervention progress-monitoring data, and subgroup achievement trends will also be reviewed to evaluate the impact of implementation on student outcomes.

1	Name of Speaker/Consultant	*Brandon Montgomery*
2	Cost of Speaker/Consultant	*$5,000*
3	Cost per participant (student/or teacher) for supplemental materials	*N/A*
4	Function Code:	Object Code:

13. Who is the intended audience for the speaker/consultant?

    The intended audience is the entire school community, including students and staff. Specifically, the consultant will present to all students during a school-wide assembly and facilitate professional learning for teachers and staff during a faculty meeting or professional development session. The purpose is to positively impact student engagement, motivation, and decision-making while also strengthening staff capacity to support students academically, socially, and emotionally.

14. How was it determined that the speaker/consultant was needed for this audience, and what would be the focus?

    The need for Brandon Montgomery is identified through the school's Comprehensive Needs Assessment, student motivation, behavior, attendance, decision-making, and academic engagement. Although Gaffney Middle School experienced a 33.5% reduction in discipline incidents, the goal is to stay on a trajectory to decrease discipline. Our School Report Card Climate Rating indicates there is still room for growth in strengthening students' sense of belonging, engagement, and overall school culture. Research shows students benefit from exposure to positive role models, mentorship, and messages that reinforce perseverance and purpose. Brandon Montgomery's presentations will focus on leadership, resilience, goal setting, character development, making positive choices, overcoming adversity, and inspiring students and staff to pursue excellence both inside and outside the classroom.

15. Why was this speaker/consultant chosen?

    Brandon Montgomery was selected because of his ability to connect authentically with both students and educators while delivering impactful messages centered on leadership, resilience, personal responsibility, and perseverance. His messages align directly with our ongoing work to address attendance, behavior, motivation, and climate data identified through the Comprehensive Needs Assessment and School Report Card.

16. How Often will the speaker/consultant visit the school/classroom, and how long will each visit last?

    Brandon Montgomery will visit Gaffney Middle School twice during the school year to provide targeted support for both students and staff. During his visit, he will deliver a 45-minute presentation to all students during a school-wide assembly, focusing on leadership, resilience, goal setting, positive decision-making, and perseverance. On an another day, he will facilitate a 45-minute professional development session for teachers and staff, centered on building relationships, motivating students, and fostering a positive school culture. This structure allows both students and staff to receive aligned messaging and strategies that support academic achievement, student engagement, and school climate improvement efforts.

17. How will the speaker/consultant improve the students' academic performance?

    Brandon Montgomery's presentations will improve students' academic performance by increasing motivation, strengthening students' belief in their ability to succeed, and encouraging positive behaviors that support learning. His message will emphasize goal setting, perseverance, personal responsibility, and making choices that lead to academic success, which directly supports efforts to reduce chronic absenteeism, improve student engagement, and sustain positive behavior trends. By helping students develop a stronger sense of purpose, resilience, and connection to school, the presentations are expected to increase time on task, classroom participation, attendance, and overall academic achievement. Additionally, his professional development session will equip teachers with strategies to build stronger relationships, inspire students, and cultivate a positive and supportive classroom environment. As teachers implement these practices, students are expected to become more engaged, attend school more consistently, participate more actively in learning, and ultimately demonstrate improved academic outcomes.

18. If the speaker/consultant targets teachers in a PD format, how will your measure your levels of implementation?

    Implementation of the professional development will be measured through teacher feedback surveys, classroom observations, walkthrough data, and reflective discussions conducted during PLCs and faculty meetings. Immediately following the session, teachers will complete a survey to

evaluate the relevance, quality, and applicability of the strategies presented by Brandon Montgomery. School leaders will monitor implementation through informal walkthroughs and observations, looking for evidence of increased relationship-building practices, student engagement strategies, and positive classroom culture techniques. Survey results and observation data will be analyzed to determine the extent to which teachers are applying the strategies and to identify any additional support needed to sustain implementation and improve student outcomes.

Important reminders about technology:

- ☐ Inventory must be kept for the life of the technology
- ☐ Technology materials must be properly identified and inventoried
- ☐ Technology materials must be purchased through the Technology Office using the established district procurement process.
- ☐ Software purchases are limited to district approved lists

If purchasing **hardware:**	*Item to be purchased*	*Wireless Display Adapters*
	Number to be purchased	
	Total Costs	
If purchasing **software:**	*Number/licenses to be purchased*	
	Total Costs	
Function Code:	*Object Code:*	

Attach any additional documentation to the form (including district technical paperwork, invoices, emails etc.)

1. Provide a brief description of the item to be purchased. (Cut and paste from the website)

2. How many and who will benefit from this purchase?

3. How was it determined that this item was needed?

4. How will this improve academic and/or behavioral achievement? (Must include researched/longitudinal data) *