

**Putnam County Charter School
System FY15_FY19**

Putnam County School System

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Overview

Plan Name

Putnam County Charter School System FY15_FY19

Plan Description

Strategic plan for PCCSS to assist students in acquiring knowledge, fostering aspirations and developing life skills that will empower them to become self-directing, productive and contributing members of a global society.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	To ensure high levels of performance for all students in Putnam County.	Objectives: 8 Strategies: 20 Activities: 20	Academic	\$227694
2	To ensure fiscal responsibility and effective resource stewardship.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	To develop leadership and staff capacity throughout the school system.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	To actively engage students, parents and community stakeholders.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$6000

Goal 1: To ensure high levels of performance for all students in Putnam County.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

95% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by being on grade level in Reading by 05/26/2017 as measured by Scholastic Reading Inventory.

(shared) Strategy 1:

Parent Academy - One Saturday a month a student may attend along with an adult to learn strategies for increasing skills in reading and math. The adult is provided with make and take activities as well as skills that can be used to help the student extend their learning at home.

Research Cited: When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Activity - Parent Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adults work along with student on a Saturday morning to make and take resources to support learning. Schools: Putnam County Primary School	Parent Involvement	09/27/2014	05/09/2015	\$10000	Title I Part A	Instructional Coach

Strategy 2:

Benchmark Assessments - All students kindergarten through eighth grade are given a Lexile measurement at least two times a year.

Research Cited: The Lexile Framework for Reading is an educational tool that uses a measure called a Lexile to match readers of all ages with books, articles and other leveled reading resources. The Lexile Framework uses quantitative methods, based on individual words and sentence lengths.

Activity - Lexile Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student assessment at least twice a year to measure reading level. Schools: All Schools	Academic Support Program	08/08/2014	05/22/2015	\$25000	Title I Part A	Teachers and Instructional Coach

Strategy 3:

Reading A-Z - First grade teachers will use the strategies and materials they download from Reading A-Z to provide instruction for students that are not successful in the core reading program.

Research Cited: The National Reading Panel published research-based findings on reading strategies and instructional practices that demonstrate the best results for reading achievement in developing readers support five key areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The resources in Reading A-Z are designed to support this instruction.

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Activity - Reading A-Z	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Reading A-Z is a web-based program that provides teachers with thousands of downloadable and printable, research-based, teaching materials for instruction in guided reading, phonemic awareness, reading comprehension, reading fluency, the alphabet, and vocabulary.</p> <p>Schools: Putnam County Primary School</p>	Academic Support Program	10/29/2014	05/09/2015	\$1869	District Funding	First grade teachers of students targeted in CEIS, coordinated early intervention services, initiative.

Strategy 4:

Small Group Differentiated Instruction - First grade, EIP and contracted teachers will be trained to provide differentiated instruction to struggling students identified in the CEIS initiative using the Tyner Model. The training will be provided by Beverly Tyner and/or her associates. The training will consist of 12 days of training throughout the school year.

Research Cited: Research indicates that small-group differentiated instruction provides systematic and comprehensive coverage of the strategies required to move students to greater achievement in reading.

Activity - Differentiated Teaching Model for Beginning and Struggling Readers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Small-Group Differentiated Reading Model provides a systematic framework for teaching beginning and struggling readers. It takes into consideration the developmental stages through which readers progress, the critical research-based components for reading success, and the time needed to develop these literacy foundations.</p> <p>Schools: Putnam County Primary School</p>	Direct Instruction	11/18/2014	05/22/2015	\$31200	District Funding	Instructional Coach, teachers of students targeted in CEIS initiative

(shared) Strategy 5:

ABE (alterntive Behavior Educator) - ABE is a computer-based program that introduces behavioral correction concepts through interactive quizzes, games and videos. The program features students in real life situations.

Research Cited: ABE provides students of all ages with interactive software that emphasizes the importance of responsible behavior. ABE provides peer testimonials that explain decisions and consequences to demonstrate why positive change is important.

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Activity - Alternative Behavior Educator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ABE is a computer-based program that includes modules assigned to students based on inappropriate behavior the student exhibits. All modules are read aloud to students and teach effective problem solving tactics to prevent future infractions. The program has a built in progress monitoring tool to track students behavioral habits and utilizes positive reinforcement to support the PBIS program. Schools: All Schools	Behavioral Support Program	09/05/2014	05/22/2015	\$3200	General Fund	Counselor

Strategy 6:

Read 180 - Students, identified as needing additional reading support based on local promotion criteria (grade level competency on Scholastic Reading Inventory and/or state reading assessment), are assigned to a reading support class (REP Reading) during one of their connections class periods. During this block of time, students rotate through stations to support comprehension and general literacy achievement.

Research Cited: Based seven studies, the What Works Clearinghouse considers the extent of evidence for READ 180 on adolescent learners to be medium to large for comprehension and general literacy achievement.

Activity - Read 180	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
READ 180 is a reading program designed for students in elementary through high school whose reading achievement is below the proficient level. The goal of READ 180 is to address gaps in students' skills through the use of a computer program, literature, and direct instruction in reading skills. The software component of the program aims to track and adapt to each student's progress. In addition to the computer program, the READ 180 program includes workbooks designed to address reading comprehension skills, paperback books for independent reading, and audiobooks with corresponding CDs for modeled reading. Schools: Putnam County Middle School	Academic Support Program	09/05/2014	05/22/2015	\$3000	Title I Part A	Classroom Teacher and Instructional Coach

Strategy 7:

Handwriting Without Tears - Kindergarten, first grade, and second grade students will receive systematic, direct instruction in handwriting with a curriculum that is aligned with and supports Common Core State Standards across the content areas.

Research Cited: Various research studies show the impact of handwriting on the developing brain (Bounds 2010). In terms of learning to read, teaching handwriting has also been shown to have significant impact in the areas of the brain related to literacy development (Berninger 2012; James 2012).

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Activity - Handwriting Without Tears	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Handwriting Without Tears is an engaging handwriting program with developmentally sequenced lessons taught in fifteen minutes each day which results in quick progress and more proficient writing across all subjects. Schools: Putnam County Primary School	Academic Support Program	11/10/2014	05/22/2015	\$8925	Title I Part A	Instructional Coach and Classroom Teachers

(shared) Strategy 8:

Summer Inspiration - During the summer teachers create camps which are designed to integrate their passion for learning into 6 week activities, one day a week. This provides 60 camps, Monday thru Friday, open to all student from PreK to twelfth grade to experience learning through activities ranging from dance, art, archery, robotics, music, physical activities, etc. Also employs high school students to be camp counselors and build employment skills.

Research Cited: Summer camp can be one of the most rewarding, unforgettable experiences in a child's life. Camp provides children with a community of caring mentors who provide experiential education that leads to self-respect and appreciation for life. All of the outcomes—friendships, overcoming challenges, staying healthy and building character—prepare them for bigger, brighter lives down the road. In addition to great friendships and enduring memories, many important life skills are learned at camp.

Activity - Summer Inspiration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given the opportunity to attend 1 to 5 camps during a 6 week period. The activity varies based on student interest and love of learning. They are provided transportation to and from camp, breakfast and lunch and 2.5 hours of experiencing learning in a fun and engaging activity. Schools: All Schools	Other	06/08/2015	07/24/2015	\$125000	Other	Superintendent

Measurable Objective 2:

95% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by being on grade level in Mathematics by 05/26/2017 as measured by STAR Math.

Strategy 1:

Number Talks in Kindergarten through Second Grade - Number talks is a short, ongoing routine that provides students with meaningful ongoing practice with computation. It helps students develop computational fluency because of expectation is that they will use relationships with the structures of numbers to add, subtract, multiply and divide.

Research Cited: Understanding is the basis for developing procedural fluency and learning to use algorithms for computation with multi-digit numbers is an important part of developing mathematical proficiency.

Activity - Number Talks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Daily routines that provide students with meaningful ongoing practice with computation. Schools: Putnam County Primary School	Academic Support Program	08/08/2014	05/22/2015	\$500	Title I Part A	Assistant Superintendent for Curriculum and Instruction
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(shared) Strategy 2:

Parent Academy - One Saturday a month a student may attend along with an adult to learn strategies for increasing skills in reading and math. The adult is provided with make and take activities as well as skills that can be used to help the student extend their learning at home.

Research Cited: When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Activity - Parent Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adults work along with student on a Saturday morning to make and take resources to support learning. Schools: Putnam County Primary School	Parent Involvement	09/27/2014	05/09/2015	\$10000	Title I Part A	Instructional Coach

Strategy 3:

Math and Movement - Math & Movement is a kinesthetic, multi-sensory approach to teaching math that incorporates physical exercise, stretching, cross-body movements, yoga, and visually-pleasing floor mats designed to encourage students to practice math concepts.

Research Cited: Many research studies have shown that movement enhances learning. Too much sitting results in decreased circulation and a subsequent decrease in concentration, while certain kinds of movement stimulate the release of dopamine and noradrenalin in the brain, which are important in learning.

Activity - Math and Movement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math & Movement program allows students to physically hop, walk, crawl, dance or touch the mats and banners as they learn thus using more learning modalities (visual, auditory, motor and kinesthetic) when practicing. Schools: Putnam County Elementary School	Academic Support Program	09/05/2014	05/22/2015	\$10000	Title I Part A	Classroom Teacher

Strategy 4:

Reflex - Reflex is an adaptive and individualized math fact fluency program that helps students of all ability levels develop fluency in addition, subtraction, multiplication and division in a fun, computer based program.

Research Cited: Math fact fluency is the quick and effortless recall of basic math facts. When students achieve automaticity with math facts, they have the ability to

retrieve information from long-term memory with conscious effort.

Activity - Reflex Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reflex Math is a computer-based fact fluency program that assess a child at their individual level. The program is based on the fact family approach that builds and reinforces many mathematical concepts. Reflex engages students in fun, fast-paced decision making games and tracks progress as facts are mastered.	Academic Support Program	09/05/2014	05/22/2015	\$3000	District Funding	Classroom Teacher
Schools: Putnam County Elementary School						

(shared) Strategy 5:

ABE (alterntive Behavior Educator) - ABE is a computer-based program that introduces behavioral correction concepts through interactive quizzes, games and videos. The program features students in real life situations.

Research Cited: ABE provides students of all ages with interactive software that emphasizes the importance of responsible behavior. ABE provides peer testimonials that explain decisions and consequences to demonstrate why positive change is important.

Activity - Alternative Behavior Educator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ABE is a computer-based program that includes modules assigned to students based on inappropriate behavior the student exhibits. All modules are read aloud to students and teach effective problem solving tactics to prevent future infractions. The program has a built in progress monitoring tool to tract students behavioral habits and utilizes positive reinforcement to support the PBIS program.	Behavioral Support Program	09/05/2014	05/22/2015	\$3200	General Fund	Counselor
Schools: All Schools						

Strategy 6:

Accelerated Math - Students, identified as needing additional math support based on local promotion criteria (grade level competency on STAR Math Assessment), are assigned to a math support class (REP Math) during one of their connections class periods. During this block of time, students are given accelerated math tasks to complete based on their mathematical ability. This individualized support is also available to students outside of the REP math classroom.

Research Cited: "Students in Accelerated Math classes gained 7 to 18 percentiles more than comparison students. In every grade and subgroup identified, such as eligibility for Title I and free or reduced-lunch programs, students in Accelerated Math classes performed better than students in classes not using the software. Additionally,

students who more closely followed AM Best Practices by scoring greater than 85% correct and completing more objectives, gained even more than students who did not."

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Accelerated Math™, published by Renaissance Learning, is a software tool used to customize assignments and monitor progress in mathematics for students in grades 1–12.2 Accelerated Math™ creates individualized assignments that align with state standards and national guidelines, scores student work, and generates formative feedback through reports for teachers and students. The software can be used in conjunction with the existing math curriculum to add practice components and aid teachers in differentiating instruction via the program’s progress-monitoring data." Schools: Putnam County Middle School	Academic Support Program	09/05/2014	05/22/2015	\$5000	Title I Part A	Classroom Teacher and Instructional Coach

(shared) Strategy 7:

Summer Inspiration - During the summer teachers create camps which are designed to integrate their passion for learning into 6 week activities, one day a week. This provides 60 camps, Monday thru Friday, open to all student from PreK to twelfth grade to experience learning through activities ranging from dance, art, archery, robotics, music, physical activities, etc. Also employs high school students to be camp counselors and build employment skills.

Research Cited: Summer camp can be one of the most rewarding, unforgettable experiences in a child’s life. Camp provides children with a community of caring mentors who provide experiential education that leads to self-respect and appreciation for life. All of the outcomes—friendships, overcoming challenges, staying healthy and building character—prepare them for bigger, brighter lives down the road. In addition to great friendships and enduring memories, many important life skills are learned at camp.

Activity - Summer Inspiration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given the opportunity to attend 1 to 5 camps during a 6 week period. The activity varies based on student interest and love of learning. They are provided transportation to and from camp, breakfast and lunch and 2.5 hours of experiencing learning in a fun and engaging activity. Schools: All Schools	Other	06/08/2015	07/24/2015	\$125000	Other	Superintendent

Measurable Objective 3:

95% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by mastering 80% of standards in English Language Arts by 05/26/2017 as measured by Thinkgate.

(shared) Strategy 1:

ABE (alterntive Behavior Educator) - ABE is a computer-based program that introduces behavioral correction concepts through interactive quizzes, games and videos. The program features students in real life situations.

Research Cited: ABE provides students of all ages with interactive software that emphasizes the importance of responsible behavior. ABE provides peer testimonials that explain decisions and consequences to demonstrate why positive change is important.

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(shared) Strategy 2:

Summer Inspiration - During the summer teachers create camps which are designed to integrate their passion for learning into 6 week activities, one day a week. This provides 60 camps, Monday thru Friday, open to all student from PreK to twelfth grade to experience learning through activities ranging from dance, art, archery, robotics, music, physical activities, etc. Also employs high school students to be camp counselors and build employment skills.

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Measurable Objective 4:

95% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by mastering 80% of standards in Mathematics by 05/26/2017 as measured by Thinkgate.

(shared) Strategy 1:

ABE (alterntive Behavior Educator) - ABE is a computer-based program that introduces behavioral correction concepts through interactive quizzes, games and videos. The program features students in real life situations.

Research Cited: ABE provides students of all ages with interactive software that emphasizes the importance of responsible behavior. ABE provides peer testimonials that explain decisions and consequences to demonstrate why positive change is important.

Activity - Alternative Behavior Educator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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(shared) Strategy 2:

Summer Inspiration - During the summer teachers create camps which are designed to integrate their passion for learning into 6 week activities, one day a week. This provides 60 camps, Monday thru Friday, open to all student from PreK to twelfth grade to experience learning through activities ranging from dance, art, archery, robotics, music, physical activities, etc. Also employs high school students to be camp counselors and build employment skills.

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Measurable Objective 5:

95% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by mastering 80% of standards in Science by 05/26/2017 as measured by Thinkgate.

(shared) Strategy 1:

Project-Based Learning - A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to complex question, problem, or challenge that includes the following elements; significant content, 21st century competencies, in-depth inquiry, driving question, need to know, voice and choice, critique and revision and public audience.

Research Cited: Project-based learning speaks to interests of students in a concrete, meaningful way, encouraging students to see the real-world applicability of the concepts they are learning. It emphasizes authentic learning and student engagement.

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project-based learning activities that are integrated with skills from core academics standards that incorporate creativity and individual learning styles that are shared with other students, parents and community. Schools: Putnam County Middle School, Putnam County High School	Academic Support Program	09/05/2014	05/22/2015	\$0	No Funding Required	Teachers

(shared) Strategy 2:

ABE (alterntive Behavior Educator) - ABE is a computer-based program that introduces behavioral correction concepts through interactive quizzes, games and videos. The program features students in real life situations.

Research Cited: ABE provides students of all ages with interactive software that emphasizes the importance of responsible behavior. ABE provides peer testimonials that explain decisions and consequences to demonstrate why positive change is important.

Activity - Alternative Behavior Educator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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(shared) Strategy 3:

Summer Inspiration - During the summer teachers create camps which are designed to integrate their passion for learning into 6 week activities, one day a week. This provides 60 camps, Monday thru Friday, open to all student from PreK to twelfth grade to experience learning through activities ranging from dance, art, archery,

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Measurable Objective 6:

95% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by mastering 80% of standards in Social Studies by 05/26/2017 as measured by Thinkgate.

(shared) Strategy 1:

Project-Based Learning - A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to complex question, problem, or challenge that includes the following elements; significant content, 21st century competencies, in-depth inquiry, driving question, need to know, voice and choice, critique and revision and public audience.

Research Cited: Project-based learning speaks to interests of students in a concrete, meaningful way, encouraging students to see the real-world applicability of the concepts they are learning. It emphasizes authentic learning and student engagement.

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project-based learning activities that are integrated with skills from core academics standards that incorporate creativity and individual learning styles that are shared with other students, parents and community. Schools: Putnam County Middle School, Putnam County High School	Academic Support Program	09/05/2014	05/22/2015	\$0	No Funding Required	Teachers

(shared) Strategy 2:

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Strategy 3:

Community Projects - During the course of a semester, students will get the opportunity to engage in academically-based community service through one of their connections courses. Partnerships with local organizations make it possible for students to interact with the community, while using skills learned in their academic courses to support their endeavors.

Research Cited: Academically-based community service, civic education, environmental education, place-based learning, service learning, and work-based learning are the strategies that engage students in learning through community-based problem solving.

Activity - Community Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community/Project-Based Learning offers students ways to develop the skills and knowledge necessary for success in adulthood. The aim is to more fully engage students by harnessing their natural interest in where and how they live and by using their own community as a source of learning and action. Schools: Putnam County Middle School	Community Engagement	09/05/2014	05/22/2015	\$500	General Fund	Classroom Teacher

Strategy 4:

National History Day/Social Studies Fair - Students in all grade levels will conduct research using primary and secondary sources to support their work. Their projects will be judged on a local level to qualify them to participate at the regional level.

Research Cited: Participating in National History Day and Science Fair competitions teaches history, engages students, energizes the curriculum, promotes high academic standards, encourages literacy, enhances assessments, teaches critical thinking, inspires curiosity, recognizes student strengths, and activates civic engagement.

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Activity - National History Day/Social Studies Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will choose a historical topic related to the annual theme, and then conduct primary and secondary research. They will look through libraries, archives and museums, conduct oral history interviews, and visit historic sites. After they have analyzed and interpreted thier sources, and have drawn a conclusion about the significance of theirtopic,they will then be able to present their work in one of five ways: as a paper, an exhibit, a performance, a documentary, or a web site.	Academic Support Program	11/07/2014	05/22/2015	\$500	General Fund	Classroom Teacher
Schools: Putnam County Middle School						

(shared) Strategy 5:

Summer Inspiration - During the summer teachers create camps which are designed to integrate their passion for learning into 6 week activities, one day a week. This provides 60 camps, Monday thru Friday, open to all student from PreK to twelfth grade to experience learning through activities ranging from dance, art, archery, robotics, music, physical activities, etc. Also employs high school students to be camp counselors and build employment skills.

Research Cited: Summer camp can be one of the most rewarding, unforgettable experiences in a child's life. Camp provides children with a community of caring mentors who provide experiential education that leads to self-respect and appreciation for life. All of the outcomes—friendships, overcoming challenges, staying healthy and building character— prepare them for bigger, brighter lives down the road. In addition to great friendships and enduring memories, many important life skills are learned at camp.

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Schools: All Schools						

Measurable Objective 7:

90% of Twelfth grade students will demonstrate a proficiency by graduating from high school in Career & Technical by 05/24/2019 as measured by diploma.

(shared) Strategy 1:

Instructional Focus - Students who are failing a course or who need extra help in a course are assigned to those teachers for 60 minutes each day during the school day on Monday through Thursday. During this time they receive remediation in order to master content.

Research Cited: Tutoring offered during the day provides students who cannot stay after school an opportunity to receive extra help from the teacher. This helps ensure that all students are able to find success.

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Activity - Instructional Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach places students in Instructional Focus based on current course grades, teacher requests, and student requests. Students report to their various IF assignments for 60 minutes Monday through Thursday for two week intervals then are rescheduled as needed.	Academic Support Program	09/22/2014	05/07/2015	\$0	No Funding Required	Teachers, Administration and Instructional Coach
Schools: Putnam County High School						

(shared) Strategy 2:

Year-Long Math Course taught Same Time with Modules - Freshmen students who struggle with math concepts are enrolled in year long coordinate algebra courses. The first part of the year students are remediated in skills they are deficient in using modules. Each teacher uses a different module. Students are not allowed to move to the next module/teacher until he/she successfully completes the module he/she is enrolled in. This will build the students math skills at their own pace.

Research Cited: Struggling students (identified from historical assessment data) tend to do better when exposed to the material yearlong at a slower pace. Students also tend to grasp a concept when allowed to work at their own pace with the modules allow. Reteaching takes place over the course of a year in the different modules.

Activity - Year-Long Math Course Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 9th graders who are struggling with math concepts are enrolled in year long coordinate algebra. Each student is tested and placed in a module taught by a specific teacher. When the student successfully completes the module, he/she moves to another module.	Academic Support Program	08/11/2014	05/18/2015	\$0	No Funding Required	Math Teachers, Counselors and Administration
Schools: Putnam County High School						

Strategy 3:

Common Planning/Common Assessments - Teachers work together to create uniform unit plans and assessments. This results in stronger unit plans and more effective lessons. Students who are taught the same content by different teachers receive the same level of instruction and are provided with equal opportunities to master the material.

Research Cited: Common Planning provides all content teachers the opportunity to plan together. Teachers are able to share their strengths and weaknesses to develop more effective lessons. Students benefit from the collaboration through effective lessons and homogeneous content across like courses.

Activity - Common Planning/Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Content area teachers meet one or more times per week together to plan lessons and units. Teachers who teach the same courses are required to plan together to create uniform unit plans and assessments.	Direct Instruction	08/06/2014	05/18/2015	\$0	No Funding Required	Teachers, Instructional Coach, Counselor and Administration
Schools: Putnam County High School						

Strategy 4:

Switching the English Curriculum - CCGPS 9th and 10th grade English standards are the same. Incoming 9th graders are exposed to the standards during two semester or yearlong courses before taking an EOC. The students are better prepared to take the EOC after being exposed to the standards over the period of two courses.

Research Cited: Research shows that there is an adjustment period for students entering high school their first year. Many EOC exams are required that first year. By switching the English curriculum to enable freshmen to be exposed to the English content standards over the duration of two courses, it increases their chances of being successful on the EOC.

Activity - English I and English II	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 9th graders are enrolled in English I (which is a 10th grade English course that does not have an EOC at the end of the course). Their sophomore year they are enrolled in English II (which is 9th grade course work with EOC given at the end of the course).	Academic Support Program	08/06/2014	05/18/2015	\$0	No Funding Required	Counselors, Teachers and Administration
Schools: Putnam County High School						

(shared) Strategy 5:

Study Skills Classes - Study skills classes are scheduled for students who have been identified as weak in math and ELA. They receive homework help, have the opportunity for tutoring (reteach/retest), and the study skills teacher has constant communication with the content teacher on the needs of the student.

Research Cited: Students who receive additional opportunities for remediation tend to show mastery of content. Students who are monitored by more than one teacher of record are more likely to remain caught up in classes and show mastery of content.

Activity - Study Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are deficient in math or reading skills are placed in a study skills class that meets daily to receive additional support.	Direct Instruction	08/06/2014	05/18/2015	\$0	No Funding Required	Counselors, Teachers and Administration
Schools: Putnam County High School						

Measurable Objective 8:

95% of Tenth grade students will demonstrate a proficiency by scoring program ready in Career & Technical by 05/22/2020 as measured by ACT Compass.

(shared) Strategy 1:

Instructional Focus - Students who are failing a course or who need extra help in a course are assigned to those teachers for 60 minutes each day during the school day on Monday through Thursday. During this time they receive remediation in order to master content.

Research Cited: Tutoring offered during the day provides students who cannot stay after school an opportunity to receive extra help from the teacher. This helps ensure that all students are able to find success.

Activity - Instructional Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach places students in Instructional Focus based on current course grades, teacher requests, and student requests. Students report to their various IF assignments for 60 minutes Monday through Thursday for two week intervals then are rescheduled as needed. Schools: Putnam County High School	Academic Support Program	09/22/2014	05/07/2015	\$0	No Funding Required	Teachers, Administration and Instructional Coach

(shared) Strategy 2:

Year-Long Math Course taught Same Time with Modules - Freshmen students who struggle with math concepts are enrolled in year long coordinate algebra courses. The first part of the year students are remediated in skills they are deficient in using modules. Each teacher uses a different module. Students are not allowed to move to the next module/teacher until he/she successfully completes the module he/she is enrolled in. This will build the students math skills at their own pace.

Research Cited: Struggling students (identified from historical assessment data) tend to do better when exposed to the material yearlong at a slower pace. Students also tend to grasp a concept when allowed to work at their own pace with the modules allow. Reteaching takes place over the course of a year in the different modules.

Activity - Year-Long Math Course Modules	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming 9th graders who are struggling with math concepts are enrolled in year long coordinate algebra. Each student is tested and placed in a module taught by a specific teacher. When the student successfully completes the module, he/she moves to another module. Schools: Putnam County High School	Academic Support Program	08/11/2014	05/18/2015	\$0	No Funding Required	Math Teachers, Counselors and Administration

(shared) Strategy 3:

Study Skills Classes - Study skills classes are scheduled for students who have been identified as weak in math and ELA. They receive homework help, have the

opportunity for tutoring (reteach/retest), and the study skills teacher has constant communication with the content teacher on the needs of the student.

Research Cited: Students who receive additional opportunities for remediation tend to show mastery of content. Students who are monitored by more than one teacher of record are more likely to remain caught up in classes and show mastery of content.

Activity - Study Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are deficient in math or reading skills are placed in a study skills class that meets daily to receive additional support. Schools: Putnam County High School	Direct Instruction	08/06/2014	05/18/2015	\$0	No Funding Required	Counselors, Teachers and Administration

Goal 2: To ensure fiscal responsibility and effective resource stewardship.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior by developing and recommending an annual operating school system budget based on the system's improvement plan by 07/31/2015 as measured by yearly school system budget.

Strategy 1:

Budget Review - The use of a budget timeline to guide regular reviews of expenditures by looking at current year expenditures in relation to budget in order to stay on track and begin to plan the following years budget.

Research Cited: The budget represents a quantitative expression of a plan for a defined period of time. It identifies the goals and objectives established by a school system and focuses on a strategic plan that centers around activities and resources that results in student achievement, safe and functional school facilities, and safe and effective transportation.

Activity - Budget Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular meetings to review revenue and expenditures in connection to system improvement plan. Schools: All Schools	Other	07/01/2014	06/30/2015	\$0	No Funding Required	Assistant Superintendent for Staff and Student Services

Goal 3: To develop leadership and staff capacity throughout the school system.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior by providing opportunities for staff, teachers, students and parents in leadership development by 08/01/2015 as measured by agendas and minutes.

Strategy 1:

Leadership Academy - Superintendent offers a monthly class on leadership skills to any system staff members.

Research Cited: Leadership training is an evolving process as new leaders are incorporated into an institution to direct organizational change.

Activity - Leadership training classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Superintendent offers a monthly topic to school staff who wish to learn skills on becoming good leaders in the classroom, school and system level. Schools: All Schools	Professional Learning	09/01/2013	05/30/2014	\$0	No Funding Required	Superintendent

Goal 4: To actively engage students, parents and community stakeholders.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a behavior by developing and implementing a communication plan to include public relations, marketing and parental and community involvement by 07/31/2015 as measured by board agendas, web site, articles in paper, presentations and videos.

Strategy 1:

Parent Resource Room - The Parent Resource Room is a classroom set up to met the needs of all parents in our school. The room is stocked with resources provide guidance to parents when helping their child. This room also provides parents with resources and materials to help them further their education.

Research Cited: Studies have shown when a parent takes an active role in their child's education the children preform better in academics, have few behavior problems,and are more likely to further their education beyond high school.

Activity - Parent Resource Room	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Putnam County School System

<p>The Parent Resource Room is a classroom set up to met the needs of all parents in our school. The room is stocked with resources that provide guidance to parents when helping their child. This room also provides parents with resources and materials to help with outreach services and adult educational opportunities.</p>	<p>Community Engagement</p>	<p>09/05/2014</p>	<p>05/22/2015</p>	<p>\$2000</p>	<p>Title I Part A</p>	<p>Assistant Principal</p>
<p>Schools: Putnam County Elementary School</p>						

Measurable Objective 2:

demonstrate a behavior by increase communication and feedback from staff, teachers, parents and students by 07/01/2015 as measured by surveys.

Strategy 1:

Stakeholder Meetings - Stakeholder meetings are held during the year where invitations to the school system staff, parents, community members and students are sent to offer opportunities for feedback on the direction the school system is headed.

Research Cited: Identifying and integrating resources and services from the community strengthens school programs, family practices, and student learning and development.

Activity - Community Conversations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Yearly meetings with staff, parents, students and community to discuss plans and resources to improve the systems approach to achieving high expectations for all students.</p>	<p>Parent Involvement</p>	<p>07/01/2014</p>	<p>06/30/2015</p>	<p>\$4000</p>	<p>District Funding</p>	<p>Central Office staff and contract services</p>
<p>Schools: All Schools</p>						

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Conversations	Yearly meetings with staff, parents, students and community to discuss plans and resources to improve the systems approach to achieving high expectations for all students.	Parent Involvement	07/01/2014	06/30/2015	\$4000	Central Office staff and contract services
Reflex Math	Reflex Math is a computer-based fact fluency program that assess a child at their individual level. The program is based on the fact family approach that builds and reinforces many mathematical concepts. Reflex engages students in fun, fast-paced decision making games and tracks progress as facts are mastered.	Academic Support Program	09/05/2014	05/22/2015	\$3000	Classroom Teacher
Differentiated Teaching Model for Beginning and Struggling Readers	The Small-Group Differentiated Reading Model provides a systematic framework for teaching beginning and struggling readers. It takes into consideration the developmental stages through which readers progress, the critical research-based components for reading success, and the time needed to develop these literacy foundations.	Direct Instruction	11/18/2014	05/22/2015	\$31200	Instructional Coach, teachers of students targeted in CEIS initiative
Reading A-Z	Reading A-Z is a web-based program that provides teachers with thousands of downloadable and printable, research-based, teaching materials for instruction in guided reading, phonemic awareness, reading comprehension, reading fluency, the alphabet, and vocabulary.	Academic Support Program	10/29/2014	05/09/2015	\$1869	First grade teachers of students targeted in CEIS, coordinated early intervention services, initiative.
Total					\$40069	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Putnam County Charter School System FY15_FY19

Putnam County School System

Summer Inspiration	Students are given the opportunity to attend 1 to 5 camps during a 6 week period. The activity varies based on student interest and love of learning. They are provided transportation to and from camp, breakfast and lunch and 2.5 hours of experiencing learning in a fun and engaging activity.	Other	06/08/2015	07/24/2015	\$125000	Superintendent
Total					\$125000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Math	"Accelerated Math™, published by Renaissance Learning, is a software tool used to customize assignments and monitor progress in mathematics for students in grades 1–12.2 Accelerated Math™ creates individualized assignments that align with state standards and national guidelines, scores student work, and generates formative feedback through reports for teachers and students. The software can be used in conjunction with the existing math curriculum to add practice components and aid teachers in differentiating instruction via the program's progress-monitoring data."	Academic Support Program	09/05/2014	05/22/2015	\$5000	Classroom Teacher and Instructional Coach
Lexile Assessment	Student assessment at least twice a year to measure reading level.	Academic Support Program	08/08/2014	05/22/2015	\$25000	Teachers and Instructional Coach
Parent Resource Room	The Parent Resource Room is a classroom set up to meet the needs of all parents in our school. The room is stocked with resources that provide guidance to parents when helping their child. This room also provides parents with resources and materials to help with outreach services and adult educational opportunities.	Community Engagement	09/05/2014	05/22/2015	\$2000	Assistant Principal
Read 180	READ 180 is a reading program designed for students in elementary through high school whose reading achievement is below the proficient level. The goal of READ 180 is to address gaps in students' skills through the use of a computer program, literature, and direct instruction in reading skills. The software component of the program aims to track and adapt to each student's progress. In addition to the computer program, the READ 180 program includes workbooks designed to address reading comprehension skills, paperback books for independent reading, and audiobooks with corresponding CDs for modeled reading.	Academic Support Program	09/05/2014	05/22/2015	\$3000	Classroom Teacher and Instructional Coach
Math and Movement	The Math & Movement program allows students to physically hop, walk, crawl, dance or touch the mats and banners as they learn thus using more learning modalities (visual, auditory, motor and kinesthetic) when practicing.	Academic Support Program	09/05/2014	05/22/2015	\$10000	Classroom Teacher
Parent Academy	Adults work along with student on a Saturday morning to make and take resources to support learning.	Parent Involvement	09/27/2014	05/09/2015	\$10000	Instructional Coach

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Putnam County School System

Number Talks	Daily routines that provide students with meaningful ongoing practice with computation.	Academic Support Program	08/08/2014	05/22/2015	\$500	Assistant Superintendent for Curriculum and Instruction
Handwriting Without Tears	Handwriting Without Tears is an engaging handwriting program with developmentally sequenced lessons taught in fifteen minutes each day which results in quick progress and more proficient writing across all subjects.	Academic Support Program	11/10/2014	05/22/2015	\$8925	Instructional Coach and Classroom Teachers
Total					\$64425	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
English I and English II	Incoming 9th graders are enrolled in English I (which is a 10th grade English course that does not have an EOC at the end of the course). Their sophomore year they are enrolled in English II (which is 9th grade course work with EOC given at the end of the course).	Academic Support Program	08/06/2014	05/18/2015	\$0	Counselors, Teachers and Administration
Project-Based Learning	Project-based learning activities that are integrated with skills from core academics standards that incorporate creativity and individual learning styles that are shared with other students, parents and community.	Academic Support Program	09/05/2014	05/22/2015	\$0	Teachers
Instructional Focus	The Instructional Coach places students in Instructional Focus based on current course grades, teacher requests, and student requests. Students report to their various IF assignments for 60 minutes Monday through Thursday for two week intervals then are rescheduled as needed.	Academic Support Program	09/22/2014	05/07/2015	\$0	Teachers, Administration and Instructional Coach
Common Planning/Common Assessments	Content area teachers meet one or more times per week together to plan lessons and units. Teachers who teach the same courses are required to plan together to create uniform unit plans and assessments.	Direct Instruction	08/06/2014	05/18/2015	\$0	Teachers, Instructional Coach, Counselor and Administration
Budget Review	Regular meetings to review revenue and expenditures in connection to system improvement plan.	Other	07/01/2014	06/30/2015	\$0	Assistant Superintendent for Staff and Student Services
Study Skills	Students who are deficient in math or reading skills are placed in a study skills class that meets daily to receive additional support.	Direct Instruction	08/06/2014	05/18/2015	\$0	Counselors, Teachers and Administration

Putnam County Charter School System FY15_FY19

Putnam County School System

Year-Long Math Course Modules	Incoming 9th graders who are struggling with math concepts are enrolled in year long coordinate algebra. Each student is tested and placed in a module taught by a specific teacher. When the student successfully completes the module, he/she moves to another module.	Academic Support Program	08/11/2014	05/18/2015	\$0	Math Teachers, Counselors and Administration
Leadership training classes	Superintendent offers a monthly topic to school staff who wish to learn skills on becoming good leaders in the classroom, school and system level.	Professional Learning	09/01/2013	05/30/2014	\$0	Superintendent
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alternative Behavior Educator	ABE is a computer-based program that includes modules assigned to students based on inappropriate behavior the student exhibits. All modules are read aloud to students and teach effective problem solving tactics to prevent future infractions. The program has a built in progress monitoring tool to track students behavioral habits and utilizes positive reinforcement to support the PBIS program.	Behavioral Support Program	09/05/2014	05/22/2015	\$3200	Counselor
National History Day/Social Studies Fair	Students will choose a historical topic related to the annual theme, and then conduct primary and secondary research. They will look through libraries, archives and museums, conduct oral history interviews, and visit historic sites. After they have analyzed and interpreted their sources, and have drawn a conclusion about the significance of their topic, they will then be able to present their work in one of five ways: as a paper, an exhibit, a performance, a documentary, or a web site.	Academic Support Program	11/07/2014	05/22/2015	\$500	Classroom Teacher
Community Service	Community/Project-Based Learning offers students ways to develop the skills and knowledge necessary for success in adulthood. The aim is to more fully engage students by harnessing their natural interest in where and how they live and by using their own community as a source of learning and action.	Community Engagement	09/05/2014	05/22/2015	\$500	Classroom Teacher
Total					\$4200	

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership training classes	Superintendent offers a monthly topic to school staff who wish to learn skills on becoming good leaders in the classroom, school and system level.	Professional Learning	09/01/2013	05/30/2014	\$0	Superintendent
Community Conversations	Yearly meetings with staff, parents, students and community to discuss plans and resources to improve the systems approach to achieving high expectations for all students.	Parent Involvement	07/01/2014	06/30/2015	\$4000	Central Office staff and contract services
Budget Review	Regular meetings to review revenue and expenditures in connection to system improvement plan.	Other	07/01/2014	06/30/2015	\$0	Assistant Superintendent for Staff and Student Services
Lexile Assessment	Student assessment at least twice a year to measure reading level.	Academic Support Program	08/08/2014	05/22/2015	\$25000	Teachers and Instructional Coach
Alternative Behavior Educator	ABE is a computer-based program that includes modules assigned to students based on inappropriate behavior the student exhibits. All modules are read aloud to students and teach effective problem solving tactics to prevent future infractions. The program has a built in progress monitoring tool to track students behavioral habits and utilizes positive reinforcement to support the PBIS program.	Behavioral Support Program	09/05/2014	05/22/2015	\$3200	Counselor
Summer Inspiration	Students are given the opportunity to attend 1 to 5 camps during a 6 week period. The activity varies based on student interest and love of learning. They are provided transportation to and from camp, breakfast and lunch and 2.5 hours of experiencing learning in a fun and engaging activity.	Other	06/08/2015	07/24/2015	\$125000	Superintendent
Total					\$157200	

Putnam County Primary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Putnam County Charter School System FY15_FY19

Putnam County School System

Number Talks	Daily routines that provide students with meaningful ongoing practice with computation.	Academic Support Program	08/08/2014	05/22/2015	\$500	Assistant Superintendent for Curriculum and Instruction
Parent Academy	Adults work along with student on a Saturday morning to make and take resources to support learning.	Parent Involvement	09/27/2014	05/09/2015	\$10000	Instructional Coach
Reading A-Z	Reading A-Z is a web-based program that provides teachers with thousands of downloadable and printable, research-based, teaching materials for instruction in guided reading, phonemic awareness, reading comprehension, reading fluency, the alphabet, and vocabulary.	Academic Support Program	10/29/2014	05/09/2015	\$1869	First grade teachers of students targeted in CEIS, coordinated early intervention services, initiative.
Differentiated Teaching Model for Beginning and Struggling Readers	The Small-Group Differentiated Reading Model provides a systematic framework for teaching beginning and struggling readers. It takes into consideration the developmental stages through which readers progress, the critical research-based components for reading success, and the time needed to develop these literacy foundations.	Direct Instruction	11/18/2014	05/22/2015	\$31200	Instructional Coach, teachers of students targeted in CEIS initiative
Handwriting Without Tears	Handwriting Without Tears is an engaging handwriting program with developmentally sequenced lessons taught in fifteen minutes each day which results in quick progress and more proficient writing across all subjects.	Academic Support Program	11/10/2014	05/22/2015	\$8925	Instructional Coach and Classroom Teachers
Total					\$52494	

Putnam County Middle School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project-Based Learning	Project-based learning activities that are integrated with skills from core academics standards that incorporate creativity and individual learning styles that are shared with other students, parents and community.	Academic Support Program	09/05/2014	05/22/2015	\$0	Teachers
Community Service	Community/Project-Based Learning offers students ways to develop the skills and knowledge necessary for success in adulthood. The aim is to more fully engage students by harnessing their natural interest in where and how they live and by using their own community as a source of learning and action.	Community Engagement	09/05/2014	05/22/2015	\$500	Classroom Teacher

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Putnam County School System

National History Day/Social Studies Fair	Students will choose a historical topic related to the annual theme, and then conduct primary and secondary research. They will look through libraries, archives and museums, conduct oral history interviews, and visit historic sites. After they have analyzed and interpreted thier sources, and have drawn a conclusion about the significance of theirtopic,they will then be able to present their work in one of five ways: as a paper, an exhibit, a performance, a documentary, or a web site.	Academic Support Program	11/07/2014	05/22/2015	\$500	Classroom Teacher
Accelerated Math	"Accelerated Math™, published by Renaissance Learning, is a software tool used to customize assignments and monitor progress in mathematics for students in grades 1–12.2 Accelerated Math™ creates individualized assignments that align with state standards and national guidelines, scores student work, and generates formative feedback through reports for teachers and students. The software can be used in conjunction with the existing math curriculum to add practice components and aid teachers in differentiating instruction via the program's progress-monitoring data."	Academic Support Program	09/05/2014	05/22/2015	\$5000	Classroom Teacher and Instructional Coach
Read 180	READ 180 is a reading program designed for students in elementary through high school whose reading achievement is below the proficient level. The goal of READ 180 is to address gaps in students' skills through the use of a computer program, literature, and direct instruction in reading skills. The software component of the program aims to track and adapt to each student's progress. In addition to the computer program, the READ 180 program includes workbooks designed to address reading comprehension skills, paperback books for independent reading, and audiobooks with corresponding CDs for modeled reading.	Academic Support Program	09/05/2014	05/22/2015	\$3000	Classroom Teacher and Instructional Coach
Total					\$9000	

Putnam County High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project-Based Learning	Project-based learning activities that are integrated with skills from core academics standards that incorporate creativity and individual learning styles that are shared with other students, parents and community.	Academic Support Program	09/05/2014	05/22/2015	\$0	Teachers
Instructional Focus	The Instructional Coach places students in Instructional Focus based on current course grades, teacher requests, and student requests. Students report to their various IF assignments for 60 minutes Monday through Thursday for two week intervals then are rescheduled as needed.	Academic Support Program	09/22/2014	05/07/2015	\$0	Teachers, Administration and Instructional Coach

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Putnam County School System

Year-Long Math Course Modules	Incoming 9th graders who are struggling with math concepts are enrolled in year long coordinate algebra. Each student is tested and placed in a module taught by a specific teacher. When the student successfully completes the module, he/she moves to another module.	Academic Support Program	08/11/2014	05/18/2015	\$0	Math Teachers, Counselors and Administration
Common Planning/Common Assessments	Content area teachers meet one or more times per week together to plan lessons and units. Teachers who teach the same courses are required to plan together to create uniform unit plans and assessments.	Direct Instruction	08/06/2014	05/18/2015	\$0	Teachers, Instructional Coach, Counselor and Administration
English I and English II	Incoming 9th graders are enrolled in English I (which is a 10th grade English course that does not have an EOC at the end of the course). Their sophomore year they are enrolled in English II (which is 9th grade course work with EOC given at the end of the course).	Academic Support Program	08/06/2014	05/18/2015	\$0	Counselors, Teachers and Administration
Study Skills	Students who are deficient in math or reading skills are placed in a study skills class that meets daily to receive additional support.	Direct Instruction	08/06/2014	05/18/2015	\$0	Counselors, Teachers and Administration
Total					\$0	

Putnam County Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math and Movement	The Math & Movement program allows students to physically hop, walk, crawl, dance or touch the mats and banners as they learn thus using more learning modalities (visual, auditory, motor and kinesthetic) when practicing.	Academic Support Program	09/05/2014	05/22/2015	\$10000	Classroom Teacher
Reflex Math	Reflex Math is a computer-based fact fluency program that assess a child at their individual level. The program is based on the fact family approach that builds and reinforces many mathematical concepts. Reflex engages students in fun, fast-paced decision making games and tracks progress as facts are mastered.	Academic Support Program	09/05/2014	05/22/2015	\$3000	Classroom Teacher
Parent Resource Room	The Parent Resource Room is a classroom set up to met the needs of all parents in our school. The room is stocked with resources that provide guidance to parents when helping their child. This room also provides parents with resources and materials to help with outreach services and adult educational opportunities.	Community Engagement	09/05/2014	05/22/2015	\$2000	Assistant Principal
Total					\$15000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Lexile Assessment	In Progress	Reading CRCT % of meeting and exceeding has gone from 91% to 98% and Language CRCT % of meeting and exceeding has gone from 88% to 97%.	October 02, 2014	Ms. Katharyne E Bacon