

Title I Schoolwide/School Improvement Plan
School Year 2014 - 2015

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| School Name: Putnam County High School | |
| School Mailing Address: 300 War Eagle Drive, Eatonton, Georgia 31024 | |
| LEA Name: Putnam County Charter School System | |
| LEA Title One Director/Coordinator Name: Kelly Roberts, Assistant Superintendent | |
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Planning Committee Members:

| NAME | MEMBER'S SIGNATURE | POSITION/ROLE |
|-----------------|--------------------|---|
| Vicky Black | | Due Process Facilitator Special Education Dept Head AP and Gifted Coordinator |
| Sarah Tucker | | Intervention Specialist Completion Counselor |
| Amy Kennedy | | Guidance Counselor |
| Candace Burrell | | Testing Coordinator Instructional Coach |
| Katherine Reid | | YES Grant Program Manager |
| Mark Adams | | Guidance Counselor |
| Barry Lollis | | Principal |
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SWP/SIP Components

1. A comprehensive needs assessment of the entire school, (including taking into account the needs of migratory children as defined in Section 1309(2)) that is based on information which includes the achievement of children in relation to the state academic content standards and the state student academic achievement standards described in Section 111(b)(1).

Response:

In an effort toward continuous improvement, PCHS has an ongoing needs assessment. PCHS reviews achievement data that will help the school understand the issues affecting each content area and the strengths and weaknesses of individual students. These ongoing needs assessments are accomplished through:

- Pre and post assessments using purchased testing software during each grading period
- Department meetings held on a weekly basis to evaluate current data from assessments and identify students and teachers who might need additional attention or resources.
- Writing Assessments
- Reading Assessment (SRI)
- Use of Oconee Regional Service Agency (Oconee RESA) to provide assistance with curriculum and staff needs
- PCHS has based our plan on information about all students in the school and identified the needs of those students with appropriate strategies to address those needs.
- Design Team Meetings held monthly to review departmental data and discuss school wide needs.
- Monthly faculty meetings are held to review school wide data.
- Bi-monthly professional learning communities are held with the instructional coach to address research based instructional strategies with teachers.
- Surveys as a tool to gauge progress (student, teacher, and parent)

PCHS has taken into account the needs of migrant children by employing a half time position that works with local agencies to identify migrant students and work with the school counselors to connect to the parents/guardians and link resources to their success. The needs assessment is ongoing and reflective of the effectiveness of programs/plans in place to best meet the needs of all children. Migrant and homeless students receive an academic assessment immediately upon entering school. If the student is in need of supplemental support, they will receive priority and be placed in an appropriate program regardless of program capacity. The supplemental support includes but is not limited to the following:

- ELL classes for eligible students
- ELL translator available for eligible students
- Response to Intervention process and procedures

NEEDS ASSESSMENT RESULTS:

- Based on the state assessment data collected from the 2013-2014 school year, Putnam County High School students continue to show weaknesses in the area of Math. In 2014, only 43% of students tested passed the Common Core Georgia Performance Standard Coordinate Algebra End of Course test. Only 42% of students enrolled in Geometry passed the CCGPS Geometry End of Course test.
- Putnam County High School will continue to seek gains in the areas of Science, Social Studies, and Language Arts.
- Although our Georgia High School Writing Test scores continue to rise, the school improvement committee recognizes the importance of writing and will continue to focus on improving the scores on national tests and will closely monitor the newly created Georgia Milestone Assessment data.

2. School wide reform strategies that:

- **Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).**

Response:

Opportunities for all children to meet the highest levels of performance are provided through the use of the following:

- All students are provided with opportunities to meet or exceed Georgia’s proficient and advanced levels of student performance.
- The high school provides additional support and interventions by certified personnel through afterschool tutoring and credit recovery during the school day.
- The use of inclusion classrooms reduces the student-teacher ratio with both a regular education teacher and a special education teacher providing instruction.
- An ELL class is provided for students with limited English proficiencies.
- Teachers utilize pre and post assessments in ELA, math, science, and social studies through the use of purchased assessment software and departmentally developed tests.
- Online Assessment System (OAS) and USA Test Prep are also utilized for skill practice.
- Remediation and enrichment programs are used in all areas.
- Advanced Placement (AP) courses are available to earn college credit.
- Students are offered college credit through academic and occupational Dual Enrollment (DE) courses on the high school campus.

- **Use effective methods and instructional strategies that are based on scientifically based research that:**
 - **strengthen the core academic program in the school;**
 - **Increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;**
 - **Include strategies for meeting the educational needs of historically underserved populations.**

Response:

The following methods and research based instructional strategies are utilized to strengthen the academic program of all students, including the underserved population:

- Learning Focused Strategies
- Differentiated Instruction
- Summer Inspiration camps
- An Instructional Focus period is built into the school day to address remediation and acceleration.
- After-school tutorials
- Common Planning
- Common Unit Plans and Assessments
- Teacher training on FIP modules
- Youth CareerConnect (YCC) Grant Program
- Extended hours in the media center
- Books and breakfast
- iPad interdisciplinary studies course
- Dual Enrollment (face-to-face and virtual learning)
- Work Based Learning
- Advanced Placement (financial assistance offered by school)

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- Contracted Instructional Support Personnel
- Microsoft IT Academy
- EMPL1000 (Interpersonal relations and professional development course)
- Vocational Rehabilitation course on campus

- **Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student achievement standards who are members of the target population of any program that is included in the school wide program which may include:**
 - **counseling, pupil services, and mentoring services;**
 - **college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and**
 - **the integration of vocational and technical education programs; and**

Response:

Strategies used to address the needs of low-achieving students include but are not limited to the following:

- Credit Assistance Program (CAP)
- Counselors are assigned by grade level to address the academic, social, emotional, and career needs of all students.
- PCHS has an active Teachers as Advisors Program that insures all students complete an individual graduation plan that is continuously reviewed by the advisor and student.
- Tutoring is provided to students during Instructional Focus courses offered as part of the school day as well as during after school tutorials
- Collaborative teaching in all academic content areas
- Response to Intervention (RTI)
- Academic Dual Enrollment – College Core Classes
- Occupational Dual Enrollment – Students have the opportunity to obtain technical certificates in the following areas: Healthcare, Welding, Criminal Justice, HVAC, and Technology
- Students have the opportunity to complete CTAE pathways in the following areas: Agriculture, Culinary Arts, Graphic Design, Audio and Video Technology and Film, Automotive, and JROTC

- **Address how the school will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.**

Response:

Low achieving students will be continuously monitored through data gathered through performance monitoring by teachers, counselors, and advisors. Success will be measured by students' mastery of standards as a result of classroom and/or tutorial instruction. Success will be measured by credits earned, graduation rate, and implementation of the individual graduation plan during and after high school.

3. Instruction by highly qualified professional staff.

Response:

Putnam County High School follows our local board policies for the hiring and retention of staff. In addition to these policies, PCHS performs the following checks and balances to ensure that highly qualified personnel join the team:

- Building administrators will review applications/resumes and choose to interview only those teachers certified in the State of Georgia with certification being in the area of teaching assignment. Professional

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development activities of the candidate will be reviewed. References and letters of recommendation will be confirmed.

- Applications for paraprofessional staff will be reviewed. Only those candidates with two years post-secondary education or an associate degree will be interviewed. Paraprofessionals who do not meet the guidelines of being highly qualified are taking part in the training by the state. All paraprofessionals are highly qualified based on Georgia standards.
- All content area teachers are highly qualified.

4. In accordance with Section 1119 and subsection (a)(4), high-qualified and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

Highly-qualified and ongoing professional development for teachers, principals, and paraprofessionals is provided frequently through the following platforms:

- Professional learning opportunities provided by school district include: gifted certification, Learning Focused Schools, differentiation training for all teachers
- Utilize release time for professional learning
- Continuation of training for all staff on inclusion strategies for students with disabilities and limited English proficiency
- Continuation of training for development of formative and summative assessments
- Continuation of training on data analysis
- Continue peer mentoring for the new staff members as part of induction program
- Provide ongoing training through Professional Learning Communities
- Provide continuous support to all staff members on Common Core Georgia Performance Standards
- Departmental groups meet weekly
- Design Team meets monthly
- Department and Individual SMART goals are developed and then reviewed by administration

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Response:

Putnam County High School performs the following to attract highly-qualified teachers to the area:

- Putnam County High School creates a positive and supportive working environment. It is a place where teachers want to work and in turn, they help to attract highly qualified applicants. This is done through collaboration with administration. Teachers feel like they are a part of the decision making process at Putnam County High School. They are given a sense of empowerment to help create an environment that is positive and conducive to learning. All new hires to the system participate in the system's teacher induction program, which consists of three days of professional learning and training, tour of the community and onsite visit to the schools.
- The school system advertises all teaching vacancies on the Teach Georgia web site, Putnam County Charter School System website, and college/university sites.
- Area job fairs are held by Oconee RESA and area colleges, which also attract applicants interested in Putnam County High School.

6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy

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services.

Response:

The following strategies are employed to increase parental involvement:

- Parent surveys are administered for comments, questions and/or suggestions
- All comments, questions, and/or suggestions are taken into consideration. Questions are addressed/responded to in a timely manner.
- Parents are members of the School Governance Authority.
- Parent Nights including supper are hosted every nine weeks.
- Flyers sent home to parents
- Phone Call Communication System used regularly to update parents on events
- Remind 101 is used daily to communicate with parents regarding school activities
- Counselors organize meetings for parents concerning financial aid for education
- Continuation of RTI process and IEP team process to engage parents
- Extended Media Center hours are offered for community use
- Parent-Teacher-Principal-Student Compacts
- Teacher webpages
- System social worker
- Parents of students with excessive absences are required to be present at Attendance meetings with school social worker and counselor

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

Response:

Putnam County High School administration and staff provide a transition time for students in the following ways:

- 8th grade students visit the campus at the end of each year to tour the facility and meet the administration and 9th grade teachers. School counselors on academics and extracurricular activities provide them information. Parents are invited to a Student/Parent Visitation Night before the new school year begins to receive their child(ren)'s schedules, directions concerning their first days on their new campus, and time to meet their child(ren)'s new instructors and administrators.
- 9th and 10th grade students/parents are invited to attend a designated night to receive schedules, directions concerning their child(ren)'s first days of the new year, and time to meet their child(ren)'s new instructors.
- Junior/Senior students/parents are invited to attend a designated night to receive schedules, directions concerning their child(ren)'s first days of the new year, and time to meet their child(ren)'s new instructors.
- Students/parents new to the Putnam County School System/High School are invited to visit the school upon completion of the students' registration forms at the Putnam County Board of Education office. Administrators and instructors meet and greet new students/parents and give tours of the campus.
- School counselors provide parent programs throughout the year on topics covering academics and parental concerns.
- The PCHS Due Process Facilitator attends 8th grade students' IEP and transition meetings to answer any questions parents have and help provide a smooth transition to the new school to help meet those students' individual needs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual

students and the overall instructional program.

Response:

Teachers are included in the decisions regarding the use of assessments through the Design and Leadership Teams. Teams are made up of department level representatives. Representatives are given activities to take back to their department groups and work through and present at the next Design and Leadership meetings. Each content area meets and discusses various assessments under the guidance and direction of the Academic Coach in Professional Learning Communities. During weekly common planning, content area teachers work together to create common unit plans and assessments and review data to gauge student achievement. Teacher surveys are also utilized to involve teachers in the decision making process. Other ways teachers are involved include continuous training on data analysis.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 111(b)(1) shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Response:

PCHS is providing activities to ensure that students who experience difficulty mastering proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance. Those activities include:

- Weak math students are scheduled for yearlong math courses.
- Yearlong math is offered the same period each day so that students may be grouped according to standards mastery during this time
- Math teachers are given common planning every day to review data and group students according to weaknesses.
- English courses have been restructured so that non-EOC courses are offered to incoming 9th grade students. Students receive two years of English instruction prior to taking the English Georgia Milestones.
- Social Studies teachers have been given common planning each day
- The Social Studies sequence has been restructured so that incoming 9th graders do not take a Social Studies course. Students take World History in 10th, US History in 11th, and Economics/American Government in 12th.
- Low performing science students take an alternate sequence of required courses.
- All teachers are continuing to use Learning Focused and FIP strategies
- Special Education teachers attend departmental meetings where strategies and solutions are the focus of the discussion.
- All students are participating in a remediation or enrichment period based on their individual needs.
- All teachers are available after school for tutorials for assistance with course work—Monday's—Math, Tuesday's—English, Wednesday's—Science, Thursday's—Social Studies
- All students are given the opportunity to remediate and retest on classroom assessments

10. Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Response:

All federal state and local funds are integrated to meet the needs of all learners. Title I, Title IIA, Title III, Title VI, State Professional Learning and Special Education are specifically used to address the individual needs of students. Title I funds are used to provide instructional support for teachers in developing proven strategies for

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delivering standards based instruction and provides the technology hardware and software to integrate hands on and project based learning that can be individualized for students with different needs. Title IIA funds are used to provide research based professional learning that includes Learning Focus, Standard Based instruction and intervention strategies. Title VI funds are used to provide student support for intervention strategies that are specific to student needs as well as working to transition students from middle school and each grade.

11. Description of how individual student assessment results and interpretation will be provided to parents.

Response:

Putnam County High School will make assessment scores available to all parents through parent folders, letters, counselor meetings, IEP meetings, parent conferences, supper conferences, and student information located on "Parent Portal".

12. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.

Response:

- Departments meetings are held regularly to analyze data and create student data history
- Pre and Post assessments using purchased assessment software for all academic areas each semester
- End of Course Assessments are provided following each testing session.
- Design team meets on a monthly basis to evaluate current department data from assessments and identify students and teachers who might need additional attention or resources.

13. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.

Response:

- Protocol is followed for local and state testing according to the Student Assessment Handbook
- State assessments are standardized
- SLO assessments are measured using Criteria Tables and Tables of Specifications to ensure that items are valid and reliable.

14. Provisions for public reporting of disaggregated data.

Response:

- Georgia Department of Education Website
- Local Paper "Eatonton Messenger"
- System and School Web Site
- Board Meetings
- EBoard

15. Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school wide program.

Response:

Yes

16. Plan developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel, parents, and students (if secondary).

Response:

Yes, reference team member list.

17. Plan available to the LEA, parents, and the public.

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Response:
Yes

18. Plan translated, to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.

Response:
Yes

19. Plan is subject to the school improvement provisions of Section 1116.

Response:
Yes