

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

School Name: Putnam County Elementary	
School Mailing Address: 314 S. Washington Ave. Eatonton, GA 31024	
LEA Name: Putnam County Charter School System	
LEA Title One Director/Coordinator Name: Kelly Roberts, Assistant Superintendent	
LEA Title One Director/Coordinator Signature:	Date:
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Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Raymond Braziel		Principal
Joy Williamson		Assistant Principal
Whitney Brown		Academic Coach
Cheryle McMichael		Literacy Specialist
Linda Walker		Media Specialist
Titus Dunn		Teacher
Yvette Staton		Teacher
Elisha Roper		EIP Teacher
Cammie Branan		Teacher
Erika Williams		Teacher
Meredith Crouch		Teacher
Lanita Reagin		Teacher
Kaleigh Sidwell		Special Education Teacher
Kim Schremmer		Paraprofessional

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:

A. *We have developed our schoolwide plan with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan. Those persons involved were Raymond Braziel, Joy Williamson, Cheryle McMichael, Whitney Brown, Linda Walker, Titus Dunn, Yvette Staton, Elisha Roper, Cammie Branan, Erika Williams, Meredith Crouch, Lanita Reagin, Kaleigh Sidwell, and Kim Schremmer. Their involvement included: research and development of needs assessment through grade level meetings, data analysis of needs assessment and previous years' CCRPI data, and development of school improvement plan.*

B. *We have used the following instruments, procedures, or processes to obtain this information:*

- *brainstorming*
- *grade level collaboration*
- *CRCT data of the previous years, except 3rd*
- *Thinkgate Assessments made by district*
- *STAR Math Test*
- *Scholastic Reading Inventory (SRI)*
- *STAR Reading*
- *Small group differentiated instruction*
- *Study Island*
- *Accelerated Math*
- *Accelerated Reader*
- *Extended School Year*
- *IEP goals and progress monitoring data*

C. *We have taken into account the needs of migrant children by*

- *having a system interpreter*
- *having a migrant liaison(Regina Moreland)*
- *offering summer school for migrant children*
- *offering school supplies to migrant children with Title One Federal Aid Money*
- *offering tutoring to our migrant children*
- *offering tutoring and training workshops for parents of migrant students*
- *(Rosetta Stone, how to fill out forms, etc...)*

We have reflected current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved. After analyzing the previous years' data and the needs assessment we concluded that the following areas are of concern:

- *Students with Disabilities in all subject areas.*
- *Mathematics in all grade levels.*
- *Writing in all grade levels across the curriculum with strong emphasis on improving 5th grade writing test scores.*

D. *We have based our plan on information about all students in the school and identified students and*

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groups of students who are not yet achieving to the State Academic content standards and the State student academic achievement standard including:

- *Students with Disabilities*
- *African American Male , Reading and Math*
- *Lack of Attendance, White Male*
- *Emotional Behavior Disorder, African American Male*

E. The data has helped us reach conclusions regarding achievement or other related data. The major strengths we found in our program were:

- *Reading Fluency, Reading comprehension in our regular education students based on CRCT.*

The major needs we discovered were:

- *Student with disabilities basic reading skills, reading comprehension and critical reading skills needed for CCGPS*
- *basic numbers and operations for all grade levels*
- *problem solving and reasoning skills in all subject areas*
- *all writing skills based on 5th grade state writing assessment*

The ROOTCAUSE/s that we discovered for each of the needs were:

- *Lack of consistent differentiated instruction strategies*
- *Increased number of students with disabilities*
- *Lack of prior knowledge in students*
- *Lack of parent understanding of curriculum taught and expectations*
- *inconsistencies with the RTI/Tier process*

F. The measurable goals/benchmarks we have established to address the needs were

READING

- *All students will increase their achievement in Reading on the CRCT in grades 3-5 from 95% meeting and exceeding standards at the end of SY 2012-2013 to 96% meeting and exceeding standards at the end of SY 2013-2014.*
- *African American male students will increase their achievement in Reading on the CRCT in grades 3-5 from 88% meeting and exceeding standards at the end of SY 2012-2013 to 89% meeting and exceeding standards at the end of SY 2013-2014.*
- *Students with Disabilities will increase their achievement in Reading on the CRCT in grades 3-5 from 92% meeting and exceeding standards at the end of SY 2012-2013 to 93% meeting and exceeding standards at the end of SY 2013-2014.*
- **ELA:**
- *All students will increase their achievement in ELA on the CRCT in grades 3-5 from 94% meeting and exceeding standards at the end of SY 2012-2013 to 95% meeting and exceeding standards at the end of SY 2013-2014.*
- *African American males students will increase their achievement in ELA on the CRCT in grades 3-5 from 93% meeting and exceeding standards at the end of SY 2012-2013 to 94% meeting and exceeding standards at the end of SY 2013-2014.*
- *Students with Disabilities will increase their achievement in ELA on the CRCT in grades 3-5 from 93% meeting and exceeding standards at the end of SY 2012-2013 to 94% meeting and exceeding standards at the end of SY 2013-2014.*

WRITING:

- *All students will increase their achievement on 5th grade writing test from 54% to 70%.*

MATHEMATICS:

- *All students will increase their achievement in Mathematics on the CRCT in grades 3-5 from 89% meeting*

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and exceeding standards at the end of SY 2012-2013 to 90% meeting and exceeding standards at the end of SY 2013-2014.

- *African American male students will increase their achievement in Mathematics on the CRCT in grades 3-5 from 81% meeting and exceeding standards at the end of SY 2012-2013 to 82% meeting and exceeding standards at the end of SY 2013-2014.*
- *Students with Disabilities will increase their achievement in Mathematics on the CRCT in grades 3-5 from 73% meeting and exceeding standards at the end of SY 2012-2013 to 75% meeting and exceeding standards at the end of SY 2013-2014.*

SCIENCE

- *All students will increase their achievement in Science on the CRCT in grades 3-5 from 86% meeting and exceeding standards at the end of SY 2012-2013 to 87% meeting and exceeding standards at the end of SY 2013-2014.*
- *African American male students will increase their achievement in Science on the CRCT in grades 3-5 from 82% meeting and exceeding standards at the end of SY 2012-2013 to 83% meeting and exceeding standards at the end of SY 2013-2014.*
- *Students with Disabilities will increase their achievement in Science on the CRCT in grades 3-5 from 65% meeting and exceeding standards at the end of SY 2012-2013 to 67% meeting and exceeding standards at the end of SY 2013-2014.*

SOCIAL STUDIES

- *All students will increase their achievement in Social Studies on the CRCT in grades 3-5 from 88% meeting and exceeding standards at the end of SY 2012-2013 to 89% meeting and exceeding standards at the end of SY 2013-2014.*
- *African American male students will increase their achievement in Social Studies on the CRCT in grades 3-5 from 86% meeting and exceeding standards at the end of SY 2012-2013 to 88% meeting and exceeding standards at the end of SY 2013-2014.*
- *Students with Disabilities will increase their achievement in Social Studies on the CRCT in grades 3-5 from 79% meeting and exceeding standards at the end of SY 2012-2013 to 80% meeting and exceeding standards at the end of SY 2013-2014.*

2. Schoolwide 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:

The ways in which we will address the needs of all children in the school particularly the needs of students furthest away from demonstrating proficiency related to the State's academic content and student academic achievement standard are

- *Differentiate/individualize Instruction in all content areas*
- *Reading Remediation Lab*
- *Aligning IEP goals with CCGPS*
- *RTI - Walk to Math and Walk to Reading*
- *Acceleration strategies learned from Learning Focused training*

- **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 and extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;**

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○ **Include strategies for meeting the educational needs of historically underserved populations.**

Response:

Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. Use effective instructional methods that increase the quality and amount of learning time.

- *bell to bell instruction*
- *carefully planned meaningful lessons*
- *limited interruptions*
- *highly qualified teachers*
- *Consistent school/classroom behavior management*
- *differentiated instruction*
- *Ongoing professional development.*

- **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 schoolwide 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:

We will increase the amount and quality of learning time by maximizing the instructional time during the day, offering extended school year for students with disabilities.

- **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:

We will determine that the needs have been met by improvements in the following:

- *Thinkgate Unit Assessments*
- *CRCT scores*
- *SRI*
- *STAR Math and STAR Reading*
- *Accelerated Math*
- *Accelerated Reader*
- *My On Reader*
- *Freedom Flix*
- *Tumble Books*
- *Run Moby for IEP goals*

3. Instruction by highly qualified professional staff.

Response:

All staff members are highly qualified.

We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.

- *Good administration and positive work environment and increased pay*
- *We attract highly qualified teachers with our CCRPI score.*

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,

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parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

Response:

- A. We have included teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.
- Design Team Meetings
 - School Governing Authority
 - Title I Needs Survey
 - Leadership Team Meetings
 - Grade Level Transition Meetings
 - Grade Level Meetings
 - Workshops/trainings
 - RTI meetings
- B. We have aligned professional development with the State's academic content and student academic achievement standards. Putnam County Elementary School's professional development is aligned with the State's academic content and student academic achievement standards through CCGPS trainings and data dives with Academic Coach. Putnam County Elementary School's professional development is aligned with the State's academic content and student academic achievement standards through
- CCGPS Training
 - Data Dives with Academic Coach
- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems. For example . . . (money, time, resources, instructional coach) The following are specific resources:
- EdHelper
 - Study Island
 - IXL
 - Renaissance Place
 - United Streaming
 - Brain Pop
 - E Readers
 - I-Pods/I-Pads
 - Promethean Boards
 - Parent resource room
 - Parent mentor
 - Add Neo2
 - My On Reader
 - Freedom Flix
 - Tumble Books
 - Run Moby
- D. We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways . . .
- Summer curriculum workshops
 - Half Day content specific professional learning

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

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Response:

The elementary school adheres to a well-defined hiring process used by all schools in the county. Vacancies are posted on www.teachgeorgia.org and our system website. The School Governing Authority approves the interview process for the school and endorses the principal's recommendation to the superintendent who then takes it to the BOE for approval.

Initially priority for interviewing is given to candidates who meet the criteria for HQ. We currently have no staff members who do not meet the requirements of HQ. If we found ourselves in the position of needing to fill a vacancy and had not candidates meeting HQ, we would consider alternative candidates. In that event, any teacher who did not have clear renewable certificate would have a written plan in place that is to be strictly adhered to and the certificate would be marked with an "NT".

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

Response:

- A. *We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by*
- *School Governing Authority*
 - *Parent Involvement room*
 - *Parent surveys*
 - *Post SIP and Parent Involvement plan on the Website and invite parent input*
- B. *We have developed a parent involvement policy included in our appendices that*
- *includes strategies to increase parental involvement (such as family literacy services*
 - *describes how the school will provide individual student academic assessment results, including a interpretation of those results*
 - *makes the comprehensive school wide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)*
 - *parent/student/teacher contract required – include with policy*
 - *parent surveys*
 - *parent resource room*
- C. *We have established the following activities to increase parental involvement:*
- *Report card pick-up*
 - *Watch Dog Dads*
 - *Parent Portal*
 - *Agendas*
 - *Newsletters*
 - *Academic Nights*
 - *Parent Information Center in front office*
 - *Phone Calls – Call Now*
 - *IEP Meetings*
 - *Wednesday Folders*
 - *Strike Sheets*
 - *Holiday Extravaganza*
 - *Parent Conferences at least twice a year; four times a year for at risk students*
 - *Parent volunteers*
 - *Classroom volunteers*

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- *Parent Resource Room*
- *Renlearn Home Connect*
- *Tumble Books*
- *Study Island*
- *OAS*
- *PCES Webpage*

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:

- A. *Following are our plans for assisting preschool children in the transition from early childhood programs. Also included are transition plans for students entering middle school or high school and entering from private schools plus students entering our school throughout the school year . . .*
- *Cross school meetings with academic coaches and teachers take place throughout the year to help prepare students for the transition.*
 - *Parent/Student meetings are held at the beginning and end of each school year.*
 - *School visits for students that transition from school to school.*

8. Measures to include teachers in the decisions regarding the use of academic assessments described in Section 111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

- A. The ways that we include teachers in decisions regarding use of academic assessment are
- Teacher representatives are members of the leadership and design teams which analyze data on a monthly basis.
 - Teacher representatives share meeting information with their grade level
 - Data is shared in content meetings monthly.
 - Teachers also discuss the data during their monthly meetings on how to use the data to improve teaching and learning for their students.
 - They also analyze the data to look for trends and patterns.
 - Teachers are involved in making curriculum maps and pacing guides that are used to create Benchmark tests and exams

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:

- A. We are 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 are . . . (Especially for those students who are struggling.)
- Extended school year for students with disabilities
 - Extra time on assignments
 - Reteaching opportunities
 - Small group testing
 - Read Works.org
 - Accelerated Math

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- Acceleration by previewing upcoming skills
- B. Measures to ensure identified needs on a timely basis are:
 - SRI
 - STAR Math
 - STAR Reading
 - Thinkgate Unit Assessments
 - Teacher assessments/rubrics
 - Teacher observation

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:

This component requires a description of how the school will implement the programs listed above, a description of how Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan, and a listing of all state and federal programs consolidated in the school wide plan.

- *DOE trainings*
- *Local RESA*
- *GLRS*
- *SMART Institute*
- *ESOL*

Use of Resources from Title I and other sources use:

- *EdHelper*
- *Study Island*
- *IXL*
- *Renaissance Place*
- *United Streaming*
- *Brain Pop*
- *E Readers*
- *I-Pods/I-Pads*
- *Promethean Boards*
- *Promethean Board Training*
- *Academic Coach*
- *EIP*
- *MyOn Reader*
- *EBooks*
- *Parental Involvement*

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

Response:

- *SRI and STAR Math Reports*
- *Progress Reports*
- *Report Cards*
- *Wednesday Folders*
- *RTI Meeting Notes*
- *Parent conference forms*
- *Emails to parents*
- *Parent portal*

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

Response:

- *The use of the Thinkgate testing program*
- *LDS and GSGM*
- *SRI reports*
- *Renaissance Learning reports*

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

Response:

- A system test coordinator creates all Thinkgate assessments.
- Research-based instruction
- Instructional Coach data meetings with teachers

14. Provisions for public reporting of disaggregated data.

Response:

- *School website*
- *DOE website*
- *School report card*
- *Title 1 report on website*

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:

Not Applicable

16. Plan develop 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:

- School Improvement and Parent Involvement Plan reviewed and revised annually.
- SGA

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

Response:

Available to all stakeholders through school website and parent resource center

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:

- *System wide interpreter*
- *Documents in Spanish*

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

Response:

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Yes