

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

School Name: Putnam County Middle School	
School Mailing Address: 140 Sparta Highway, 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:
LEA Title One Director/Coordinator Mailing Address: 185 Old Glenwood Springs Road Eatonton, Georgia 31024	
Email Address: kelly_roberts@putnam.k12.ga.us	
Telephone: (706) 485-5381	
Fax: (706) 485-3820	

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

Planning Committee Members:

NAME	MEMBER'S SIGNATURE	POSITION/ROLE
Susan M. Usry		Principal
Fancia D. Harris		Assistant Principal
ShayKele T. Holsey		Instructional Coach
Hollie Haley		Counselor
Leah McGowan		Due Process Facilitator
Wendy Grimes		Social Studies Teacher
Julie Holloway		Science Teacher
Tasha Jones		Special Ed Connections Teacher
Mary Sue McMichael		Math Teacher
Jan Mullis		English/Language Teacher
Keetah Singleton		Special Ed Teacher
Heather Suwinski		English/Language Teacher
Al Mead		SGA Chairperson

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: We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide, school improvement program plan. Those persons involved were listed above and are the members of the school's Collaborative School Improvement Team, which is the teacher leadership arm of the school. The School Governing Authority, the parent and teacher joint leadership team, reviewed the proposed plan and provided salient feedback. The ways they were involved included analyzing data and drafting, editing, and completing the plan.

Grade level teams meet in professional learning communities weekly to review student achievement scores (CRCT/Formative and Post Assessments/Attendance /Discipline) and to use our data to identify existing strengths and weaknesses. The Collaborative School Improvement Team (comprised of the administrative team and representatives from each grade level and connections) meets semi-monthly to review school wide data (CRCT/Formative and Post Assessments/Attendance/Discipline) and monitor progress of identified strengths and weaknesses at every grade level. Strategies are shared to improve instruction. Ongoing skill assessments and re-teaching are utilized to improve mastery levels determined by the grade level teams. The STAR reading and SRI assessments are used to evaluate the progress of basic skills and reading comprehension. STAR math assessments are administered quarterly to evaluate the progress of basic grade level math skills. Visitors, staff, and students have the opportunity to view our school's academic progress on our Data Wall. Brainstorming strategies help prepare the action plans. Teachers report quarterly on student mastery of standards – promotion criteria requires students to master 80% of the standards in each of the four core academic classes. Teachers also report grades quarterly – promotion criteria require students to have a 70 average in all core academics and an 80 average in the two connections classes. The Collaborative School Improvement team analyzes these pieces of data regularly. Teachers are involved through Collaborative School Improvement Team representation and then through follow up grade level meetings with the Instructional Coach. They use the analysis to assist in making instructional decisions.

While we have a relatively small number of identified migrant students, we do review all academic progress on a quarterly basis. When additional supports such as after school tutoring or increased parent contact are required, we provide this as well. We also provide school supplies, offer assistance with medical needs or appointments, and other supports as need determines. We utilize a comprehensive survey for any enrolling student to identify any potential migrant students. This is done to establish a service group that may need additional support to maintain the same level of academic achievement as all other students. Identification as a migrant student is done on an annual basis, and families must meet qualifying criteria. Specific concerns that impact migrant students include: educational continuity; instructional time; school engagement, English language development, education support in the home, health, and access to needed services.

The system migrant liaison makes contact with each migrant family to determine case-by-case needs. All migrant students are eligible for and receive appropriate Title I services. When needed, a referral is made to the appropriate school-based team to indicate a potential need for additional services, such as ELL or RTI. Specific activities to address the needs of migratory families are provided as follows: informing children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

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

Clear evidence exists in our data (attached) to show that students need more vigorous curriculum and activities in order to reach higher levels of achievement. In Language Arts, Grammar and Sentence Construction and Information and Media Literacy are weak domains for all grade levels. The cohort of students moving from 6th to 7th grade saw a drastic decline in average percent correct in the Information and Media Literacy domain, while the cohort moving from 7th to 8th grade saw a similar decrease in both the Information and Media Literacy and Grammar and Sentence Construction domains. Math is a weakness across all grades and domains. Both cohorts, 6th to 7th grade and 7th to 8th grade, saw an increase in two of the three math domains. For Science, weaknesses exist in both 6th and 8th grades. Although gains were made in 6th grade science in all domains, the overall average percent correct in each domain was below 70%. In 8th grade science, two of the three domains saw an increase in average percent correct, while the third saw a 5% decrease. Social Studies emerged as a weakness in 8th grade, while the cohort of students moving from 6th to 7th grade achieved gains in all domains.

We have based our plan on information about all students in the school and identified students and groups of students who are not yet achieving to the state academic content standards and the state student academic achievement standard including: Economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency (see attached data).

The major strengths evident in our data were:

- Language Arts – All subgroups met or exceeded the 2014 CRCT performance targets; the Research and Writing Process domain showed the greatest average percent correct for all students.*
- Reading – All subgroups met or exceeded the 2014 CRCT performance targets; the Reading Skills and Vocabulary Acquisition domain showed the greatest average percent correct for all students in all grade levels.*
- Mathematics – All subgroups in 6th and 7th grades met or exceeded the 2014 CRCT performance targets; In 8th grade, All Students and Black Students met the 2014 CRCT performance target; the cohort of students moving from 6th to 7th grade showed an increase in average percent correct in the Number and Operations domain and the Data Analysis and Probability domain; the cohort of students moving from 7th to 8th grade showed an increase in average percent correct in the Data Analysis and Probability domain.*
- Science – All subgroups in 6th and 7th grades (except Students with Disabilities in 6th grade) met or exceeded the 2014 CRCT performance target; Black students in 8th grade met the 2014 CRCT performance target; in 6th grade the average percent correct showed an increase in each domain; 7th grade showed an increase in the Cells and Genetics domain; and 8th grade showed an increase in both the Force and Motion and Energy and Its Transformation domains.*
- Social Studies – All subgroups in 6th and 7th grades (except White Students in 6th grade) met or exceeded the 2014 CRCT performance target; Black Students in 8th grade met the 2014 CRCT performance target; the cohort of students moving from 6th to 7th grade showed an increase in average percent correct in the History, Geography, and Economics domains; in 8th grade Georgia History an increase in average percent correct from 2013 to 2014 in the domain of History and Economics was achieved.*

The major needs determined were:

- The Grammar and Sentence Construction and the Research and Writing Process domains for All Students in the cohort moving from 7th to 8th grade showed a decline in average percent correct.*
- The Information and Media Literacy domain for All Students from both the 6th to 7th and 7th to 8th cohorts showed a decline in average percent correct.*
- Only 69.9% of 8th grade students met or exceeded the standards on the Middle Grades Writing Assessment.*

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

- *The Number and Operations domain for All Students showed a decline in average percent correct for the 7th to 8th grade cohort.*
- *The Geometry and Measurement domain remained below 60% for All Students in the 6th grade for both the 2013 and 2014 school years.*
- *The Geometry domain for All Students showed a decline in average percent correct for the 7th to 8th grade cohort.*
- *The Algebra domain for All Students showed a decline in average percent correct for both the 6th to 7th and 7th to 8th grade cohorts.*
- *The Interdependence of Life and Evolution domains showed a decline in average percent correct for 7th grade from 2013 to 2014.*
- *The Structure of Matter domain showed a decline in average percent correct for 8th grade from 2013 to 2014.*
- *The Geography domain showed a decline in average percent correct for the 8th grade from 2013 to 2014.*
- *The Government/Civics domain showed a decline in average percent correct for All Students in all grade levels.*

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: Many strategies are being used school-wide to focus on the needs of all students, particularly those furthest from achieving proficiency. Teachers are writing detailed lesson plans using the Learning Focused Schools model, which includes a KUD chart (Know, Understand, and Demonstrate), a Student Learning Map (SLM), and Acquisition Lesson Plans (ALPs). Teachers are working in teams, both vertical content and grade level, to develop a deeper understanding of the standards and the resulting expectations of students. The use of an Instructional Coach also assists in this endeavor.

Teachers will use the domain results from prior CRCT and upcoming GA Milestones End of Grade Assessments to analyze strengths and weaknesses. The administrators will review lesson plans prior to the start of each unit of instruction and will observe semi-monthly in each classroom. Peer observations will also be used to provide a different perspective of teaching strategies. A detailed pacing chart and standards mastery check sheet are the foundation for instruction. Frequent formative assessments will be given to provide data to determine mastery of skills. All students are required to master 80% of the standards in all four core content areas as one part of the local promotion criteria. Greater use formative instructional practices, think aloud techniques and metacognitive modeling will be necessary. Read-alouds and greater integration of fiction and non-fiction texts beyond the textbooks will be implemented in non-ELA contents.

We will continue to use existing avenues for acceleration for students performing at the proficient and advanced levels. All 8th graders will continue to take one connections class that is a high school credit class. Any 8th grader who scores at the highest performance level on the EOG assessments in reading and/or physical science will be invited to take the 9th grade EOC assessment(s) for literature and/or physical science, potentially earning 1-2 additional high school credits while in middle school. We are also implementing an accelerated 6th grade math for our advanced content and gifted students in 6th grade so that by the time they are in the 8th grade, they will potentially be ready for 9th grade coordinate algebra.

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

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

Response: The following are examples of scientifically-based research supporting our effective methods and instructional practices or strategies:

- *Learning Focused Schools Strategies*
- *Standards-Based Instruction*
- *Summer Inspiration*
- *Common planning periods*
- *Common unit assessments, curriculum maps, and pacing guides*
- *Advanced content classes*
- *Georgia Assessment of Performance on School Standards (GAPSS)*
- *What Works in Schools (2003), Dr. Robert Marzano,*
- *School Leadership that Works (Marzano, Waters, and McNulty, 2003)*
- *Differentiated Instructional Strategies: One Size Doesn't Fit All. Gregory, G. and Chapman, C. (2007).*
- *A Framework for Understanding Poverty, Ruby K. Payne, (2005)*
- *PBIS, facilitated by Dr. Eric Landers*
- *CCGPS Webinars and Broadcasts*
- *When Kids Can't Read, DeBeers, (2002)*
- *Differentiated Instruction, Carol Ann Tomlinson, (2001)*
- *Teaching Writing in the Content Areas, Urquhart and McIver, (2005)*
- *Seven Strategies of Assessment for Learning, Jan Chappuis, (2009)*
- *Classroom Assessment for Student Learning: Doing It Right – Using It Well, Jan Chappuis, Rick Stiggins, Steve Chappuis, Judith Arter, (2012)*

We will increase the amount and quality of learning time in several ways. First, we added an extended learning time (ELT) period during the school day several years ago. Students are divided into remediation groups based on standards still in need of mastery. Students not needing remediation are offered an enrichment period. After school tutoring is also used to further remediate or address areas not covered by the ELT period. Special education students are offered ESY throughout the year rather than saving it for only the summer, thus allowing these students even more on-going support when it is most relevant to the instruction. For students not meeting promotion requirements at the end of the second semester, a summer intensive program is offered in an attempt to extend the school year so that they are able to make sufficient progress to meet the expectations. Saturday School is considered during second semester as an additional intervention. We also provide targeted assistance to students deemed to be at greatest risk levels in reading and math by converting one or both of the middle school connections periods into a math and/or reading support class.

Greater focus is being placed on instructional time being uninterrupted and being bell to beyond. Interruptions are limited to only the most critical. This allows teachers to effectively conduct standards-based instruction and assess student progress and mastery.

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

Greater quality of instruction will result from the closer adherence to the pacing guides, use of state frameworks, implementation of and adherence to the Learning Focused Schools model of instructional delivery, and an increased and deeper emphasis on formative assessments and resulting data.

- **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.**

Response: Many strategies are being used school wide to focus on the needs of all students, particularly those furthest from achieving proficiency. Teachers are writing detailed lesson plans using the Learning Focused Schools model, which includes a KUD (Know, Understand, and Demonstrate), a Student Learning Map (SLM), and Acquisition Lesson Plans (ALPs). Teachers are working in teams, both vertical content and grade level, to develop a deeper understanding of the standards and the resulting expectations of students. The use of an Instructional Coach also assists in this endeavor.

Below is a list of interventions used to reach all students, but particularly low achieving and at risk learners.

- *An extended learning time (ELT) period during the school day*
- *After school tutoring*
- *Collaborative teaching in all academic contents*
- *RTI*
- *ESY throughout the year for special education students*
- *Summer intensive program for remediation*
- *Saturday School considered during second semester*
- *Targeted assistance for reading and math deficits via REP classes*
- *Special education resource support connections class*
- *GA College 411 career interest inventories, career portfolios, individual graduation plans, and career awareness lessons (minimum of 2)*
- *Small group counseling sessions*
- *Newcomer small group counseling sessions*
- *TAA – teachers as advisors*
- *Migrant supported after school tutoring*
- *Three connections classes that potentially fit under the vocational options offered at our HS*

- **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: The following will be used to address how the school will determine if such needs have been met:

- *Progress monitoring of students in math and ELA through the use of Scholastic Reading Inventory (SRI) and STAR Math programs of assessment*
- *Progress monitoring of students in RTI process based on identified interventions*

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

- Progress monitoring of SWD based on promotion criteria and IEP goals and objectives;
- 4 ½ week progress reports for all students;
- 9-week report card for all students;
- Data Days for data analysis by the Instructional Focus Team (Counselor, Administrators, Instructional Coach, and Due Process Facilitator) to then be disseminated to the staff via Collaborative School Improvement Team and Collaborative Planning groups;
- State Assessment results;
- Standards Mastery Checklists used in all contents;
- Attendance reports; and
- Behavior reports.

3. Instruction by highly qualified professional staff.

Response: At PCMS, 100% of the teachers are highly qualified by the State of Georgia and hold a bachelor's degree or higher. In addition, 100% of the paraprofessionals at PCMS meet the requirements for the state and hold updated certificates.

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: PCMS includes all teachers, administrators, paraprofessionals and, when appropriate, pupil services personnel, parents, and other staff in our professional learning that addresses the root causes of our identified needs. Grade levels are expected to work in collaboration with the Instructional Coach to focus on pacing, instruction, and assessment. One of the five common planning periods per week is set aside for teachers to work with content teams per grade level to collaborate. Cross grade level content teams meet once per quarter for the same purpose and cross-curricular grade level teams participate in professional development quarterly.

We have aligned professional development with the state's academic content and student academic achievement standards. The staff at PCMS participates in ongoing, research-based professional learning which is determined by the academic and social needs of our students and the instructional needs of our staff. Teachers participate in ongoing virtual professional learning, Georgia Formative Instructional Practices, as well as in-house training in data analysis, effective instructional delivery techniques, methodologies for increasing student engagement, standards based classrooms, and, when appropriate, classroom management. New staff members receive essential training from the BOE staff, an orientation, and a mentor teacher at the school site.

All PCMS faculty will participate in ongoing professional development utilizing a variety of resources and materials based on needs determined by professional growth plans and needs assessments. This information provides a way to differentiate training in order to meet teacher needs and interest. Teachers participate in whole group and/or small group professional learning.

Professional learning will be done by the Instructional Coach, school administrators, district administrators and personnel, and PCMS teachers and staff. When appropriate, RESA consultants and other outside professionals may be utilized. Professional learning will occur during grade level meetings, content meetings, vertical team meetings, whole staff meetings, and work days.

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

Common planning periods on Thursdays are set aside for professional learning and a master calendar of training for each month is available. Teachers are expected to utilize knowledge gained in training and apply to their own students, classrooms, instruction, planning, and data analysis. Continued training on the following occurs during the Thursday sessions:

- *Standards-based instruction*
- *Analyzing data for strengths and weaknesses*
- *Planning relevant instruction*
- *Writing strategies and increased opportunities*
- *Learning Focused Schools Strategies*
- *Use of formative assessments and subsequent data*
- *Common Core GPS (CCGPS)*
- *Formative Instructional Practices*
- *Teacher Assessment on Performance Standards (TAPS)*

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

Response: PCMS 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 no 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."

PCMS offers a variety of professional learning activities that positively impact the retention of its employees. Depending upon the individual needs of the employees, activities are made available at the school, system, regional, and state levels. These activities provide enrichment opportunities for our employees, as well as an avenue to help facilitate the process of certificate renewal. Mentors are provided for new teachers for the first year of their teaching career. In addition, PCMS has professional learning every Thursday in grade level teams.

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

Response: We have involved parents in the planning, review, and improvement of the comprehensive school-wide program plan through the involvement of our SGA (School Governing Authority). The data used to derive strengths and weaknesses was shared with the members and they also reviewed and endorsed the final plan. Parents comprise more than 50% of the SGA membership.

Putnam County has developed a school compact with parents, teachers, and students that includes those things of particular importance to the academic improvement of students such as: communicating with the child's teacher on a regular basis, providing a home environment that encourages the child to learn, supporting the school in developing positive behaviors, staying aware of what the child is learning, and making sure that the child completes homework assignments and prepares for high stakes testing. The PCMS Parent Portal is available for parents to view up-to-date grades and assignments. We use an automated call system to get information to parents related to upcoming school activities and updates.

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

The goal at Putnam County Middle School is to increase parental involvement first and foremost by creating a school environment that is inviting to parents. The school starts with a parent and student open house before the first day of school. At open house, parents and students are given student schedules, class expectations and daily routines, and school policies. Parents also receive a welcome packet, which contains information such as teacher letter, principal statement and CCRPI update, cafeteria information, clinic forms, transportation forms, the student information sheet, and the Code of Conduct handbook.

Parents are invited to attend Teachers Informing Parents and Students (TIPS) nights throughout the year. Parents and students rotate through sessions lead by PCMS staff to receive important information on facets of the school and how they as parents play an important role in each part as it contributes to the growth and development of the students. Examples of possible sessions include classroom expectations, state standards, promotion policy, and credit class offerings.

A key factor to transforming education and student performance is empowering parents. Parents are instructed in the use of the parent portal, which allows them to check their child's grades online. There is probably no better tool to empower parents than providing a parent portal that includes impactful data, processes and communication tools.

The School Governance Authority (SGA) is a governing body made up of the principal and assistant principal, parents, teachers, and community members charged with the responsibility for providing input, making recommendations and rendering decisions regarding various aspects of the instructional program of the school and the school's operational schema. The school improvement plan, school wide assessments results, upcoming activities, data analysis results, and CCRPI results are some of the topics discussed in the meetings.

A parent survey is given at the end of each school year. The PCMS staff members use the information from the survey to strengthen and improve programs throughout the middle school.

With the PCMS policies in place and with active parent participation, we believe that our students will achieve higher grades and test scores, student attendance will improve, and positive student conduct and attitude will be exhibited. Putnam County Middle school provides the activities listed below to encourage parent involvement:

- *Positive Behavior Intervention System (PBIS)*
- *Positive Student Recognition*
- *Parent Conferences*
- *Response to Intervention (RTI) –support for at-risk students*
- *Teacher Informing Parents (TIPS)*
- *Parent Portal*
- *School Governance Authority (SGA)*
- *Automated phone call announcements*
- *Parent/Student Handbook*
- *School Website*
- *System Interpreter for Spanish-speaking families*
- *School-wide Bullying Prevention*
- *Teachers As Advisors (TAA)*
- *Remind 101 (mobile communication)*

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: PCMS teachers meet at least once annually with teachers from both of our transition groups – the elementary school and the high school. During these meetings, items discussed include strengths and weaknesses in the students we receive from the elementary school and in those we will to the high school. Students from the elementary school are invited to the MS each spring as a grade level to tour the school, hear about connections, and learn about the differences in elementary and middle school expectations. They are also invited along with their parents to a parent night in the spring. Students from the middle school meet with the high school electives' teachers and the counselors to learn about their academic plans. They are also invited to a parent night at the high school. The PCMS counselor also works to ensure that each 8th grader has a well mapped requested schedule to give to PCHS in the spring.

PCMS actively participates in Teachers As Advisors (TAA) mentoring program, and the focus of the sessions is primarily success-oriented. This, along with the fact that all students participate in career interest inventories, helps build a foundation for pathway choices at the HS.

All 8th graders take a high school credit connections class in a year long format. This allows all students to begin earning HS credits, ensuring they transition from MS to HS already possessing a full high school credit.

Students moving into PCMS from private schools or from other public schools throughout the school year are given tours, have meetings with the counselor to go over schedules and expectations, and are monitored by the counselor for the first 4-6 weeks they are enrolled. Students are often also paired with a peer for the first couple of days until they learn the routines and layout of the building.

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: Teachers are involved in decisions regarding use of academic assessment through professional learning communities and representatives on the school's leadership team. Data from academic assessments and staff surveys are used to make effective decisions concerning student achievement and school goals. Teachers participate in scheduled reviews to evaluate progress, both individually and collectively, in meeting school level goals. Revisions in the plan are made as needed with the approval of the Collaborative School Improvement team and, when appropriate, the School Governing Authority.

Teachers create formal and informal assessments based on student needs. Grade levels meet at least once a week in PLCs to analyze student data and plan instruction based on data from these assessments. Teachers design lessons to reflect the GADOE units and framework.

Grade level meetings are held weekly in our data room with the Instructional Coach and additionally as needed to allow teachers to examine student work and disaggregate data. Using information from these meetings, teachers make decisions about instructional strategies and academic content as appropriate.

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

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: Data is reviewed frequently from all formative and summative assessments, CRCT/EOG, STAR Math and STAR Reading, SRI, and Standards Mastery assessments. Using data from these various sources, teachers are able to identify students with skills deficiencies and plan and implement appropriate interventions throughout the year. At a minimum, teachers meet with the Instructional Focus Team quarterly to identify students needing additional support services through Tier 2, Tier 3, and Tier 4. This is to ensure that no student is overlooked.

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: PCMS will implement instructional support programs to increase student achievement in all content areas, Language Arts, Mathematics, Science, and Social Studies.

Title I resources and other resources will be coordinated to support student achievement goals in the school improvement plan. The following programs and services will be integrated at Putnam County Middle School:

- Title I
- Title II
- Title III
- Parent Involvement
- Migrant Education
- PCMS Summer Intensive (Summer School)
- ESY for Special Education Students
- ESOL
- Special Education
- Gifted Education
- Nutrition
- Staff development funding relating to district initiatives and our school's plan of improvement

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

Response: Parents are provided individual test scores along with final report cards at the end of the year. In the fall, parents are invited to a TIPS night (Teachers Informing Parents and Students) and assisted with any questions regarding interpretation. Parents are also invited in the spring to contact individual teachers regarding results.

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

Response: PCMS collects data through several vehicles, which include the State Data reporting system; an internal program – ThinkGate – that houses assessments and tracks mastery of standards; teacher grade books; and spreadsheets containing summary data for SRI (Scholastic Reading Inventory) scores and STAR Math results.

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

Teachers compile "data sheets" quarterly that provide a snapshot of their classes and these are reviewed by our Instructional Focus Team (counselor, Instructional Coach, Due Process Facilitator, and school administrators). Results are shared periodically with our Collaborative School Improvement Team and School Governing Authority. Administrators hold semi-annual conferences with teachers on their evaluation cohorts to look at trends, outliers, and overall progress.

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

Response: PCMS relies on several assessment measures to obtain valid student information. These are listed below. Each set of data can be disaggregated to pinpoint any potential student weaknesses. At quarterly meetings with the school's Instructional Focus Team, student test results, grades, classroom performance, and internal assessment results such as STAR Math, STAR Reading, and SRI are discussed with each student's team of teachers. Strategies are then put in place to improve instruction and student outcomes. At weekly team meetings, teachers discuss, review, modify, and plan for instructional improvements under the direction of the school's instructional coach.

Assessments used at PCMS – all listed apply to all students in grades 6-8:

- CRCT / GA Milestones EOG Assessments
- STAR Reading
- STAR Math
- SRI
- Standards Mastery Assessments

14. Provisions for public reporting of disaggregated data.

Response: The Eatonton Messenger publishes test results annually. Results are also posted on the school website. We also utilize a Data Room which displays current test scores for teacher use. Parents are provided individual student scores in the spring along with end of year report cards and are also provided overall results in the fall at a TIPS (Teachers Informing Parents and Students) Night event. Additionally, state data results are available on the DOE website and via the Governor's Office of Student Achievement.

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: Upon receiving both state and school level scores, results are disaggregated. The Instructional Focus Team meets on a regular basis and conducts the initial analysis of any results. The Collaborative School Improvement Team (teacher leadership) meets a minimum of two times monthly and reviews any analysis, seeking root causes and impact factors. Faculty members review disseminated information regularly as well and subsequently discuss insights and needs at weekly professional learning sessions and in grade level meetings. Faculty meetings are only held on an as needed basis. Target focus areas are determined before the school year begins by a review of the prior year's results. This may change depending on the schedule for releasing GA Milestones results.

The PCMS School Improvement Plan is considered a working document and is revised throughout the school year as benchmark testing and progress monitoring results are analyzed. CRCT/EOG, STAR Math, and SRI results are disaggregated and adjustments are made in our plan and aligned with the district plan in an ongoing manner.

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

The Collaborative School Improvement team monitors the goals and subsequent changes to any targets and modifies the School Improvement Plan as appropriate.

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, pupil service personnel, parents, and students (if secondary).

Response: This plan was developed and written in collaboration with the Collaborative School Improvement Team, School Governing Authority, and Instructional Focus Team. The Collaborative School Improvement Team is comprised of teacher leaders within the building; the SGA is comprised of parent and teacher representatives, and the Instructional Focus Team is comprised of senior leadership of the school which includes the principal, assistant principal, instructional coach, special education due process facilitator, and school counselor.

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

Response: Plan is posted on the school website and is available at the school.

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: Completed plan is available in Spanish on the school website.

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

Response: The PCMS School Improvement Plan follows the Elementary and Secondary Education Act of 1965. Additionally, the school adheres to standards for accreditation from AdvancED (formerly under the jurisdiction of Southern Associations of Colleges and Schools (SACS)) and Georgia Accrediting Commission (GAC), including all requirements pertaining to review of data, development and implementation of an action plan to address areas of identified needs, and use of effective strategies to monitor continued school improvement efforts.