

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

School Name: Putnam County Primary School	
School Mailing Address: 162 Old Glenwood Springs Road	
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
Fernando Aker		Principal
Dr. Susan Stone		Assistant Principal
Vikki Drawdy		Academic Coach
Kim McLaulin		Due Process Facilitator
Andrea Bottchen		Counselor
Towanda Finney		Counselor
Heather Bryan		Kindergarten Team Leader
Becky Little		Kindergarten Team Leader
Lauren Brown		1st Grade Team Leader
Tricia Coxwell		1st Grade Team Leader
Julie Haley		2nd Grade Team Leader
Erica Michael		2nd Grade Team Leader
Pam Thomas		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:

A. *Description of how the schoolwide plan was developed with the participation of individuals who will carry out the comprehensive schoolwide/school improvement program plan:*

The school design team comprised of representatives from each grade level, special education, intervention, specialties, guidance, academic coach, and administration reviews the PCPS comprehensive needs assessment periodically. The needs assessment reflects the needs of all students inclusive of migratory and homeless students. Based on school wide needs, goals and an action plan are in place

B. *The following instruments, procedures, or processes to obtain this information:*

Putnam County Primary School's Design Team considers feedback from all stakeholders in the effort to promote collaboration, gather and analyze data, and implement effective practices, strategies and programs to improve the school.

- *Response to Intervention*
- *Positive Behavior Interventions and Strategies*
- *Learning Focused Schools*
- *Grade team collaboration for common assessments, pacing and grading*
- *Analysis of assessment data*

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

The needs of migrant children are considered through collaborative efforts of the central office, school, and community. Collaboratively, these stakeholders work to provide support and resources to students and parents. 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.

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

D. *We have reflected on current achievement data that will help the school understand the subjects and skills in which teaching and learning need to be improved:*

- *Pre and post assessments using Thinkgate Software for all academic subjects*
- *Kindergarten Assessment (GKIDS)*
- *DIBELS Screening K-2 including benchmarking quarterly*
- *Scholastic Reading Inventory (SRI) k -2*

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- *STAR Math Assessment (k-2)*
- *Read Well for K-2*
- *Migratory and ESOL students assessed to determine language proficiency*
- *Collaboration of Design Team which includes, special educators, classroom teachers, academic coach, ESOL teacher and administrators to evaluate and determine assessment needs*
- *Quarterly data review by the Response To Intervention Team (RTI), which is comprised of administration, both counselors, the academic coach, and the special education team leader, classroom teachers*

E. We have based our plan on information about all students in the school and identified groups of students:

	FY 12	FY 13	FY 12	FY 13	FY 12	FY 13	FY 12	FY 13
	SRI	SRI	STAR	STAR	SCIENCE	SCIENCE	S.S	S.S
Kindergarten	7%	6%	95%	97%				
First Grade SRI (250)	41%	36%	98%	96%				
Second Grade	72%	88%	99%	94%	82%	100%	79%	100%

F. The data has helped us reach conclusions regarding achievement or other related data:

- *In Reading, K-2 students perform well in reading fluency; comprehension and inference skills need to be improved.*
- *In Math, K-2 students perform well basic computation; they have difficulty with word problems, complex number sense*
- *Students With Disability (SWD) and minority students are not performing as well as other groups in reading and math*

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

- *Increase the percentage of students who are reading on grade level as measured by the Lexile in kindergarten through 2nd grade.*
- *Increase the % of students who are on grade level in math as measured by STAR math in kindergarten through 2nd grade.*
- *80% mastery in science on post assessments in kindergarten through 2nd as measured by Thinkgate*
- *80% mastery in social studies on post assessment in kindergarten through 2nd as measured by Thinkgate*
- *Increase the percentage of students with disabilities (SWD) served in the regular classroom.*
- *Increase math and reading/ELA performance for students with disabilities to be on grade level.*

2. Schoolwide reform strategies that:

- **Provide opportunities for all children to meet the state’s proficient and advanced levels of student**

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academic achievement described in Section 1111(b)(1)(D).

Response:

- *Learning Focused Schools*
- *Positive Behavior Interventions and Supports (PBIS)*
- *Response to Intervention (RTI)*
- *Common Assessments*
- *Common Core Georgia Performance Standards*

- **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:

- A. *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:*
- *All students are provided the opportunity to meet standards through implementation of common core curriculum in all classrooms*
 - *Teachers follow Georgia frameworks in reading, math, science, and social-studies*
 - *Collaborative planning on instructional pacing and lesson planning*
 - *Weekly Response to Intervention meetings (RTI)*
 - *Research based interventions used in Early Intervention Program (EIP): (PALS, Tyner, Cover, Copy, Compare)*
 - *Progress Monitoring used in Response to Intervention and EIP*

The U.S. Department of Education has identified specific practices in instruction that are effective in raising achievement and reducing achieving gaps. Through Putnam County Primary School's implementation of Learning Focused strategies, student achievement should improve through school-wide emphasis of best instructional practices:

- 1) *Previewing content through advanced organizers and unit maps, vocabulary preview, and scaffolding expectations (U.S. Department of Education, 2003)*
- 2) *Differentiated assignments with choice to increase motivation and allow all students to be successful (U.S. Department of Education, 2003)*
- 3) *School-wide instructional planning model based on learning though common lesson and unit plans and consistent instructional strategies (U.S. Department of Education, 2003)*

- **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**

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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:

B. Efforts to increase the amount and quality of learning time by:

- *Early Intervention Program during small group time*
- *Tutoring before/after school (including students on late buses)*
- *Parent Volunteer program (GIVE) provide additional instructional support to students*
- *Summer school*
- *Saturday School Initiative to target student at-risk in math and reading.*

- **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:

- *Universal screeners (DIBELS, STAR Reading, STAR math, and SRI) are used to identify students who may need additional help.*
- *Once identified as a student who will need additional help, interventions are initiated and weekly progress monitoring is used to determine whether or not the students' needs are being met.*
- *All assessment data is gathered each 9 weeks for the Data Dive. At this time, all data is assessed to determine whether or not the school is meeting the needs of the students.*
- *Tier 2 meetings are held each week for teachers to meet as teams and discuss how to help struggling students.*
- *Tier 3 meetings are held regularly for parents and educators to collaborate and discuss student progress.*
- *Tier 4 meetings are held quarterly for educators to collaborate and discuss student progress.*
- *IEP meetings are held at least annually for parents and educators to collaborate and discuss student progress.*
- *A Data Notebook is kept for each Tier 4 student so that educators can collect data throughout the nine week grading period. All data is assessed to determine whether or not the school is meeting the needs of the student.*

3. Instruction by highly qualified professional staff.

Response:

Putnam County Primary School faculty and instructional staff are highly qualified according to Georgia certification requirements. We will provide instruction by highly qualified teachers who meet the standards established by the state of Georgia.

- *All new teachers participate in the school system's teacher induction program which consists of professional learning and training*
- *The school system advertises all teaching vacancies on the Teach Georgia website*

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- *Vacancies are also posted on the school's system website and college/universities'*
- *Local job fairs are held to attract prospective teachers*
- *Administrators review applications and resumes and choose to interview only highly qualified teachers who have Georgia certifications*

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:

- A. Inclusion of 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:
- Training provided to staff in Learning Focused strategies and Positive Behavior Interventions and Supports.
 - Grade level teams meet weekly to discuss academic data and instructional strategies
 - Teachers are trained on how to use Thinkgate to print reports and see assessment results.
 - Professional learning sessions are held each 9 weeks to discuss assessment data and brainstorm ways to improve instruction based on the results.
 - Teachers meet with their administrative leader each 9 weeks to discuss student progress and assessment data.
 - Monthly half day sessions for Learning Focused and Professional Learning on Common Core
- B. We have aligned professional development with the State's academic content and student academic achievement standards:
- All staff are expected to participate in professional learning activities required by the state regarding Common Core Curriculum
 - Teachers are encouraged to participate in various workshops, webinars, and professional learning offered by the state or local RESAS
 - Academic Coach and District personnel provide support to teachers in identifying, conducting, and suggesting professional learning aligned to our goals
 - Staff participate in conferences as appropriate: Effective Classroom Management, ASCD conferences, Georgia Math Conferences, Georgia Music Conference, RTI conferences, PBIS, Learning Focused Schools
- C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems:
- On-site Learning Focused Professional learning was provided through LFS consultants
 - Utilization of faculty meeting, work days and early release days for professional training
 - Utilization of planning time and extending planning provide additional time for professional learning
- D. We have included teachers in professional development activities regarding the use of academic

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assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program:

- Teachers are included in decisions regarding assessments through their collaborative grade levels meetings regarding the curriculum and pacing.
- Teachers have the opportunity to identify the timeframe in which specific standards will be covered and tested.
- System Testing Coordinator works with the academic coach and teachers to ensure that system level testing is conducted and aligned to the classroom instruction
- System curriculum specialists provide support and training to teachers regarding testing

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

Response:

The primary 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 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."

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

Response:

A. Involvement of parents in the planning, review, and improvement of the comprehensive schoolwide program plan:

- *Putnam County Primary School's SGA reviews and offers suggestions regarding the school-wide program*
- *Open House is held at the beginning of the year*
- *Parent input sought through surveys*
- *Parent Newsletters*
- *Parent Portal*
- *Parent/Student Handbook*
- *GIVE Program for parent volunteers*
- *WatchDOG Program for father volunteers*

B. We have developed a parent involvement policy included in our appendices that:

- *includes strategies to increase parental involvement*
- *describes how the school will provide individual student academic assessment results, including a interpretation of those results*
- *makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)*
- *compacts required – include with policy*

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- *Parent Involvement checklist included*

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 form private schools plus students entering our school throughout the school year:*
- *Counselors will provide transition visits to Kindergarten classroom with Head Start and Pre-k students.*
 - *Kindergarten teachers will have an informational meeting for all upcoming parents during the Spring of the 13-14 school year.*
 - *Kindergarten teachers will have a kindergarten round up to invite students in to see the school with tours 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:

- A. The ways that we include teachers in decisions regarding use of academic assessment are:
- Teachers are included in decisions regarding assessments through their collaborative grade levels meetings regarding the curriculum and pacing.
 - Teachers have the opportunity to identify the timeframe in which specific standards will be covered and tested.
 - System Testing Coordinator works with the academic coach and teachers to ensure that system level testing is conducted and aligned to the classroom instruction
 - System curriculum specialists provide support and training to teachers regarding testing

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:
- Grade level teams meet weekly to review academic progress and discuss interventions for students at-risk
 - Struggling students are seen in small group session daily in the classroom

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- Early Intervention Program provides support to students not meeting the standards
- Tutoring is provide to students before, during, and after school
- Learning Focused strategies are implemented in all classrooms and emphasize differentiation techniques and progress monitoring
- Grade level teams meet weekly to review academic progress of students and discuss interventions for students that are at risk
- Assessment data is analyzed by the grade level teams, design team, and RTI teams
- Teachers meet with their students' parents at least twice a year and four times for students that are at risk.
- Students are assessed throughout the year using pre and post tests and common assessments
- Grade level teams meet weekly to review academic performance and discuss interventions.
- Professional learning sessions are held with the academic coach to provide support and training to teachers with instructional needs and interventions

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:

A. *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 schoolwide plan.*

- *Resources such as computer software, computers, interactive boards and academic coach are provided through Title programs*
- *Enrichment/remediation programs are provided to at-risk students through title funding*
- *Parent resources and information that support student success*
- *Erate funds are used to provide access to internet for web-based software*
- *State professional learning funds provide support for various training and seminars*

Title I funds will be used to supplement the funds provided through the local and state funds.

All federal state and local funds are integrated to meet the needs of all learners. Title I, Title IIA, State Professional learning, and Special Education are used to address the individual needs of students.

Funding will be combined and utilized from various sources to improve the achievement of students in Putnam County Primary School. Title I funds will be used to fund an academic coach and teachers. Other funds allocated for technology and professional learning will be used to support our school-wide program.

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

Response:

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Putnam County Primary School will make assessment results available to parents through progress reports, report cards, Wednesday parent folders, letters, RTI meeting, IEP meetings, parent conferences, Parent Portal.

- *Parent conferences are scheduled at least 2 twice a year: four times for students at risk*
- *Parent nights sessions provide information regarding grade level and classroom expectations*
- *IEP meetings*
- *RTI conferences*
- *GIVE Volunteer Program*
- *WatchDog Volunteer Program*
- *PTO activities*
- *Saturday School*

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

Response:

- *Protocol is followed for local, state, and national assessment*
- *All pre and post tests are reviewed to ensure alignment with pacing of the teaching of state standards*
- *Thinkgate assessment data is disaggregated by gender, race, disability, and ESOL status*
- *Achievement gaps or discrepancies are reviewed*

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

Response:

- *Grade level meetings to review common assessments, Thinkgate, and local assessment data*
- *RTI meetings to identify students at-risk*
- *Design Teams meeting to analyze data using Thinkgate program*

14. Provisions for public reporting of disaggregated data.

Response:

- *Local newspaper*
- *School system website*
- *Board Meetings*
- *School Governing Authority (SGA) Meeting*

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:

School Improvement Plan is completed on a yearly basis.

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:

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Yes

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

Response:

Yes. The plan is available on the school website.

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. Putnam County School System uses transact to translate documents into required languages. Also, a part time translator is employed by the system.

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

Response:

Yes