



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

| | |
|---|-------------------------|
| School Name: Putnam County Elementary | |
| School Mailing Address: 314 S. Washington Ave. Eatonton, GA 31024 | |
| LEA Name: Putnam County Board of Education | |
| LEA Title One Director/Coordinator Name: Kelly Roberts | |
| LEA Title One Director/Coordinator Signature: <i>Kelly Roberts</i> | Date: 7/25/17 |
| LEA Title One Director/Coordinator Mailing Address: 158 Old Glenwood Springs Road Eatonton, GA 31024 | |
| Email Address: Kelly_roberts@putnam.k12.ga.us | |
| Telephone: 706-485-5381 | |
| Fax: 706-485-3820 | |

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

SWP/SIP Template Instructions

Notes:

- All components of a Title I Schoolwide Program Plan and a School Improvement Plan must be addressed. When using SWP and SIP checklists all components/elements marked as "Not Met" need additional development.
- Please add your planning committee members on the next page.
- The asterisk (*) denotes required components as set forth in Section 1114 of the Elementary and Secondary Education Act of 1965 (ESEA).
- Please submit your School Improvement Plan as an addendum after the header page in this document.

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

Title I Schoolwide/School Improvement Plan

Planning Committee Members:

| NAME | POSITION/ROLE |
|------------------------|----------------------------------|
| Scott Sauls | Principal |
| Joy Williamson | Assistant Principal |
| Whitney Brown | Instructional Coach |
| Connie Brannon | Due Process Facilitator |
| Linda Walker | Media Specialist |
| Jennifer Harper | Teacher |
| Lanita Reagin | Teacher |
| Dana Rogers | Special Education Teacher |
| Yvette Staton | Teacher |
| Angela Lawson | Teacher |
| Chantel Lewis | Teacher |
| Courtney Butler | Teacher |
| Cammie Branan | Teacher |
| Mandy Williams | Counselor |
| Cameron Harper | Paraprofessional |
| Monica Evans | Parent |
| Tom Usry | Parent |
| | |

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

| | |
|-----------------------|-------------------|
| | |
| Tanja Moreland | Parent |
| Robbie McNeill | Parent |
| Monique Lawson | Parent |
| Lynn Gilpin | BOE Member |

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
 "Making Education Work for All Georgians"

Georgia Department of Education
 2017-2018 Title I
 Schoolwide/School Improvement Plan

SIP Components

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

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 represented a wide range of stakeholders including parents. 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
- vertical content collaboration
- Common Assessments made by district (School City)
- Small group differentiated instruction
- Study Island
- Accelerated Math (EIP)
- Accelerated Reader
- Reflex Math
- Run Moby
- Extended School Year
- IEP goals and progress monitoring data
- Measure of Academic Progress (MAP)
- RTI intervention programs

C. We have taken into account the needs of migrant children by using the Occupational Survey provided by the Migrant Education Program to provide initial screening for migrant students

- 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
 - i. (homework, how to fill out forms, etc....)

Richard Woods, State School Superintendent



Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

D. 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 and Reading in all grade levels.
- Writing in all grade levels across the curriculum with strong emphasis on supporting details and citing evidence.

E. 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:

- Students with Disabilities
- African American females in Math

F. 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 all students based on MAP.
- Math proficiency in 3rd Grade based on MAP.

The major needs we discovered were:

- Student with disabilities basic reading skills, reading comprehension and critical reading skills needed for CCGPS
- Mathematics number sense, fraction concepts, and comprehension of word problems for all grade levels
- Problem solving and reasoning skills in all subject areas
- Writing in all grade levels

The specific academic needs of those students are to be addressed in the schoolwide program plan will be:

- Training and resources for math teachers to teach number sense, fraction concepts, and comprehension of word problems
- Training for writing across the curriculum
- Incorporating constructive/extended response questions on all assessments
- Citing evidence in text
- Flexible scheduling/classes for student with math and ELA weaknesses
- Training and implementation of science and social studies standards

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
 "Making Education Work for All Georgians"

**Georgia Department of Education
 2017-2018 Title I
 Schoolwide/School Improvement Plan**

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

- Cross curriculum literacy and math focus in science and social studies

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
- Lack of student comprehension of standards and vocabulary

G. The measurable goals/benchmarks we have established to address the needs were goals need to be set this year based on in-house data. We are using MAP (Measure of Academic Progress).

| | | | | |
|-----------------|---------------------|-------------------|---------------------|-----------------|
| Lo %ile < 21 | LoAvg %ile 21-40 | Avg %ile 41-60 | HiAvg %ile 61-80 | Hi %ile > 80 |
|-----------------|---------------------|-------------------|---------------------|-----------------|

**READING:
 3rd Grade**

MAP 2017

The overall mean score of our students was 197.8. We had 37% of our students score in the 40th percentile and below. 64% of our students scored in the 41st percentile and higher.

| Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | |
|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|
| count | % | count | % | count | % | count | % | count | % |
| 49 | 17% | 56 | 20% | 74 | 26% | 70 | 25% | 36 | 13% |

Ga. Milestones Data 2017

ELA:

| | |
|-------------|--------|
| Level 1 | 28.52% |
| Level 2 | 41.88% |
| Level 3 | 24.91% |
| Level 4 | 4.69% |
| Level 3 & 4 | 29.60% |

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Georgia Department of Education
 2017-2018 Title I
 Schoolwide/School Improvement Plan**

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

Reading:

Performance by Reading Status

| | Number of Students | Percentage of Students | |
|--------|--------------------|------------------------|----------------------|
| | | Below Grade Level | Grade Level or Above |
| System | 277 | 35 | 65 |
| RESA | 1,298 | 40 | 60 |
| State | 136,165 | 29 | 71 |

4th Grade:

MAP 2017

The overall mean score of our students was 206.2. We had 34% of our students score in the 40th percentile and below. 66% of our students scored in the 41st percentile and higher.

| Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | |
|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|
| count | % | count | % | count | % | count | % | count | % |
| 19 | 9% | 52 | 25% | 56 | 27% | 57 | 27% | 25 | 12% |

Ga. Milestones Data 2017

ELA:

| | |
|-------------|--------|
| Level 1 | 25.48% |
| Level 2 | 46.15% |
| Level 3 | 25.96% |
| Level 4 | 2.40% |
| Level 3 & 4 | 28.36% |

Reading:

Performance by Reading Status

| | Number of Students | Percentage of Students | |
|--------|--------------------|------------------------|----------------------|
| | | Below Grade Level | Grade Level or Above |
| System | 208 | 48 | 52 |
| RESA | 1,207 | 55 | 45 |
| State | 135,645 | 40 | 60 |

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Georgia Department of Education
 2017-2018 Title I
 Schoolwide/School Improvement Plan**

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

5th Grade:

MAP 2017

The overall mean score of our students was 213.3. We had 28% of our students score in the 40th percentile and below. 72% of our students scored in the 41st percentile and higher.

| Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | |
|-----------------|----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|-----|
| count | % | count | % | count | % | count | % | count | % |
| 19 | 8% | 51 | 20% | 77 | 31% | 73 | 29% | 29 | 12% |

Ga. Milestones Data 2017

ELA:

| | |
|-------------|--------|
| Level 1 | 24.50% |
| Level 2 | 44.58% |
| Level 3 | 28.92% |
| Level 4 | 2.00% |
| Level 3 & 4 | 30.92% |

Reading:

Performance by Reading Status

| | Number of Students | Percentage of Students | |
|--------|--------------------|------------------------|----------------------|
| | | Below Grade Level | Grade Level or Above |
| System | 249 | 30 | 70 |
| RESA | 1,228 | 41 | 59 |
| State | 132,870 | 30 | 70 |

WRITING: Ga. Milestones Data 2017

3rd Grade:

Percentage of Students with Each Score Point

| Extended Writing Task Idea Development, Organization, and Coherence | | | | | | Extended Writing Task Language Usage and Conventions | | | | | Narrative Writing Response | | | | | |
|--|----|----|----|----|---|---|----|----|----|----|----------------------------|----|----|----|----|---|
| | 0* | 1 | 2 | 3 | 4 | | 0* | 1 | 2 | 3 | | 0* | 1 | 2 | 3 | 4 |
| System | 7 | 27 | 56 | 8 | 1 | System | 7 | 25 | 60 | 7 | System | 13 | 70 | 16 | 1 | 0 |
| RESA | 7 | 35 | 50 | 7 | 1 | RESA | 7 | 38 | 49 | 5 | RESA | 14 | 62 | 21 | 3 | 0 |
| State | 7 | 28 | 50 | 12 | 3 | State | 7 | 33 | 49 | 11 | State | 11 | 52 | 26 | 10 | 2 |

* Students with a 0* score were given a condition code.

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Georgia Department of Education
 2017-2018 Title I
 Schoolwide/School Improvement Plan**

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

4th Grade:

| Extended Writing Task Idea Development, Organization, and Coherence | | | | | | Percentage of Students with Each Score Point Extended Writing Task Language Usage and Conventions | | | | | Narrative Writing Response | | | | | |
|--|----|----|----|----|---|---|----|----|----|----|----------------------------|----|----|----|----|---|
| | 0* | 1 | 2 | 3 | 4 | | 0* | 1 | 2 | 3 | | 0* | 1 | 2 | 3 | 4 |
| System | 8 | 19 | 66 | 7 | 0 | System | 8 | 13 | 74 | 5 | System | 12 | 67 | 19 | 2 | 0 |
| RESA | 4 | 25 | 58 | 11 | 2 | RESA | 4 | 24 | 62 | 10 | RESA | 6 | 57 | 26 | 9 | 1 |
| State | 4 | 24 | 54 | 15 | 3 | State | 4 | 20 | 63 | 13 | State | 6 | 45 | 31 | 14 | 4 |

* Students with a 0* score were given a condition code.

5th Grade:

| Extended Writing Task Idea Development, Organization, and Coherence | | | | | | Percentage of Students with Each Score Point Extended Writing Task Language Usage and Conventions | | | | | Narrative Writing Response | | | | | |
|--|----|----|----|----|---|---|----|----|----|----|----------------------------|----|----|----|---|---|
| | 0* | 1 | 2 | 3 | 4 | | 0* | 1 | 2 | 3 | | 0* | 1 | 2 | 3 | 4 |
| System | 2 | 22 | 61 | 13 | 2 | System | 2 | 27 | 57 | 13 | System | 10 | 50 | 33 | 7 | 0 |
| RESA | 3 | 19 | 58 | 18 | 2 | RESA | 3 | 23 | 58 | 16 | RESA | 10 | 49 | 35 | 5 | 0 |
| State | 2 | 19 | 51 | 24 | 5 | State | 2 | 22 | 53 | 23 | State | 8 | 51 | 29 | 9 | 2 |

* Students with a 0* score were given a condition code.

Areas of weakness are: Introduction, weak transitions, staying on topic, using a variety of sentences (to engage the reader)

MATHEMATICS:

3rd Grade:

MAP 2017

The overall mean score of our students was 200.4. We had 45% of our students score in the 40th percentile and below. 54% of our students scored in the 41st percentile and higher.

| Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | |
|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|
| count | % | count | % | count | % | count | % | count | % |
| 44 | 15% | 85 | 30% | 89 | 31% | 58 | 20% | 10 | 3% |

Ga. Milestones Data 2017

| | |
|-------------|--------|
| Level 1 | 10.75% |
| Level 2 | 45.88% |
| Level 3 | 37.99% |
| Level 4 | 5.38% |
| Level 3 & 4 | 43.37% |

4th Grade:

MAP 2017

The overall mean score of our students was 209.9. We had 48% of our students score in the 40th percentile and below. 52% of our students scored in the 41st percentile and higher.

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Georgia Department of Education
 2017-2018 Title I
 Schoolwide/School Improvement Plan**

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

| Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | |
|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|
| count | % | count | % | count | % | count | % | count | % |
| 37 | 18% | 63 | 30% | 59 | 29% | 40 | 19% | 8 | 4% |

Ga. Milestones Data 2017

| | |
|-------------|--------|
| Level 1 | 18.66% |
| Level 2 | 49.76% |
| Level 3 | 27.75% |
| Level 4 | 3.83% |
| Level 3 & 4 | 31.58% |

5th Grade:

MAP 2017

The overall mean score of our students was 216.8. We had 51% of our students score in the 40th percentile and below. 48% of our students scored in the 41st percentile and higher.

| Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | |
|-----------------|-----|---------------------|-----|-------------------|-----|---------------------|-----|-----------------|----|
| count | % | count | % | count | % | count | % | count | % |
| 58 | 23% | 71 | 28% | 65 | 26% | 46 | 18% | 10 | 4% |

Ga. Milestones Data 2017

| | |
|-------------|--------|
| Level 1 | 16.00% |
| Level 2 | 52.00% |
| Level 3 | 28.00% |
| Level 4 | 4.00% |
| Level 3 & 4 | 32.00% |

SCIENCE: Ga. Milestones Data 2017

3rd and 4th Grade: Students were not required to take the Ga. Milestones in this content.

5th Grade:

| | |
|-------------|--------|
| Level 1 | 18.80% |
| Level 2 | 40.00% |
| Level 3 | 36.00% |
| Level 4 | 5.20% |
| Level 3 & 4 | 41.20% |

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
 "Making Education Work for All Georgians"

**Georgia Department of Education
 2017-2018 Title I
 Schoolwide/School Improvement Plan**

*1. A comprehensive needs assessment of the entire school that addresses all academic areas and other factors that may affect achievement.

SOCIAL STUDIES: Ga. Milestones Data 2017

3rd and 4th Grade: Students were not required to take the Ga. Milestones in this content.

5th Grade:

| | |
|-------------|--------|
| Level 1 | 10.84% |
| Level 2 | 55.82% |
| Level 3 | 26.91% |
| Level 4 | 6.43% |
| Level 3 & 4 | 33.34% |

*2. Schoolwide reform strategies that are scientifically researched based.

Response: The strategies we will use are:

- Best practices for delivering math instructions
- Best practices for developing writing skills
- Use of differentiated instruction
- Best practices for vocabulary instruction
- Developmental appropriate strategies for struggling readers

2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.

A. *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
- EIP
- RTI
- Learning.com
- Use of Numbers Talk
- Use Math and Movement-2.5 and 3rd grade

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
 "Making Education Work for All Georgians"

**Georgia Department of Education
 2017-2018 Title I
 Schoolwide/School Improvement Plan**

| |
|---|
| 2(a). Schoolwide reform strategies that provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance. |
| <ul style="list-style-type: none"> • Use of Interactive Notebooks • Implement Writing Across the Curriculum • Created 2.5 and 3.5 classes (students will continue with instruction from previous grade and then move to grade level content) • Trail Blazer's Program (4th and 5th grade students). Focus on critical standards at students' academic level in ELA and Math. An emphasis on STEM and career exploration in Science and Social Studies. <p>Acceleration strategies:</p> <ul style="list-style-type: none"> • Reflex Math to increase automaticity and fluency of basic facts for third grade students • Study Island • Odyssey • Students meeting requirements have the opportunity to participate in advanced content classes |

| |
|---|
| 2(b). Are based upon effective means of raising student achievement. |
| <ul style="list-style-type: none"> • <i>Response:</i> Following (or in our appendices) are examples of the SCIENTIFICALLY BASED RESEARCH supporting our effective methods and instructional practices or strategies. <p>Differentiated Instruction Marzano's Effective Strategies (Nine High-Yield)</p> |

| |
|---|
| 2(c). Use effective instructional methods that increase the quality and amount of learning time. |
| <p><i>B. Response:</i> We will <u>increase</u> the amount and <u>quality</u> of learning time by:</p> <ul style="list-style-type: none"> • maximizing the instructional time during the day • bell to bell instruction • carefully planned meaningful lessons • limited interruptions • highly qualified teachers • consistent school/classroom behavior management • differentiated instruction • ongoing professional development • before and after school tutoring |

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

2(c). Use effective instructional methods that increase the quality and amount of learning time.

- offering extended school year for students with disabilities and at risk students

2(d). Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the Elementary and Secondary Education Act of 1965 (ESEA).

Response: Refer to section 2A. We will determine that the needs have been met by improvements in the following:

- EOG assessment (Georgia Milestone)
- Common Assessment data (School City)
- Accelerated Math
- Accelerated Reader
- Run Moby
- Reflex
- MAP data
- Study Island
- Odyssey

*3. Instruction by highly qualified professional staff.

Response: All staff members are highly qualified.

*3(a). Strategies to attract highly qualified teachers to high-needs schools.

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

Good administration and positive work environment.
We attract highly qualified teachers with our CCRPI score.
Charter School System
Summer Inspiration Innovation Program
Mentoring Program
Partnership with local universities to place student teachers
Compensation plan for groups of teachers to provide innovative instruction with results

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
 "Making Education Work for All Georgians"

Georgia Department of Education
 2017-2018 Title I
 Schoolwide/School Improvement Plan

*4. Professional development for staff to enable all children in the school

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.

- Leadership Team Meetings
- School Governing Authority
- Title I Needs Survey
- Grade Level Transition Meetings
- Grade Level Meetings
- Workshops/trainings

- Communicating with Parents
- Writing Across the Curriculum
- Assessments (district and state level)
- Differentiation workshop
- SLDS
- PULSE
- STEM
- RTI Meetings
- Data Meetings

To increase parental support, we provided parents with workshops on:

- Helping with math and reading at home
- Write Score information sessions
- Georgia Milestone Testing sessions
- MAP information sessions
- Student Growth Model sessions

B. Putnam County Elementary School's professional development is aligned with the State's academic content and student academic achievement through:

- Professional Learning on newest trends and implementations
- Aligning professional development to the GSE and Teacher Keys Evaluation System (TKES).
- Data Meetings with Instructional Coach
- Administrative data meetings with district student support team

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:

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

*4. Professional development for staff to enable all children in the school

- Study Island
- Renaissance Place
- United Streaming (Discovery)
- Brain Pop
- E Readers
- I-Pods/I-Pads
- Promethean Boards
- Laptops
- Parent resource area
- System Parent mentor
- Run Moby
- Reflex
- Ready Common Core workbooks
- Concise Curriculum for Science and Social Studies
- Coach books for Science and Social Studies
- Learning.com
- Document Cameras
- Compass Learning Odyssey
- Summer Coach Books for struggling students
- Content Specific training
- Write Score
- Technology Literacy software-improve students' keyboarding skills

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 . . .

- Half Day content specific professional learning
- Developed Common Assessments
- Write Score Training
- SLDS/PULSE Training

*5. Strategies to increase parental involvement.

Response:

- A. We have involved parents in the planning, review, and improvement of the comprehensive schoolwide program plan by
- School Governance Authority

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

- Parent Resource area
- Parent surveys
- Post SIP and Parent and Family Engagement Plan on the Website and invite parent input
- Title I Information Nights

B. We have developed a parent and family engagement 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 an 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 compact required – include with policy
- parent surveys
- parent resource area

C. We have established the following activities to increase parental involvement:

- Open House
- Report card pick-up
- Watch DOG Program
- Parent Portal
- Agendas
- Newsletters
- Academic Nights
- Parent Information Center in front office
- Phone Calls – One Call Now
- IEP Meetings
- Wednesday Folders
- Strike Sheets
- Parent Conferences at least twice a year; four times a year for at risk students
- Parent volunteers
- Classroom volunteers
- Parent Resource area
- Renlearn Home Connect
- Study Island
- Reflex Math
- PCES Webpage

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

- RTI Meetings
- Class Dojo
- Annual Title I meeting
- Title I Feedback Night
- MAP Information Sessions
- Assessment Information Sessions
- SGA Meetings
- 3rd Grade Transition Night

*6. Plans for assisting preschool children in the transition from early childhood programs 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 instructional coaches and teachers take place throughout the year to help prepare students for the transition.
- Parent/Student meetings are held throughout the school year.
- School visits for students that transition from school to school. Third grade students visit and tour the school. Fifth grade students visit and tour the middle school.
- Transition parent meeting for upcoming 3rd grade students.
- For students entering from private school and entry during the year includes a tour of the school by counselor and copy of Student Handbook

*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance 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 team which analyze data on a monthly basis.
- Teacher representatives share meeting information with their grade level
- Data is shared in content meetings monthly.

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

- Teachers also discuss the data during their monthly meetings, and 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
- Content area teachers served as ambassadors for state standards roll out and implementation

*8. Coordination and integration of Federal, State, and local services and programs.

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 school wide plan.

8(a). List of State and local educational agency programs and other federal programs that will be included.

- Response:*
- Title I, Part A
 - Title II, Part AA
 - E-Rate
 - DOE trainings
 - Local RESA
 - GLRS
 - ESOL (Title III)
 - Title IV, Part A
 - IDEA

8(b). Description of how resources from Title I and other sources will be used.

- Study Island
- Renaissance Place
- United Streaming (Discovery)
- Brain Pop
- Instructional Coach
- EIP
- Write Score
- MyOn Reader
- EBooks
- Parent and Family Engagement

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

- Provide professional learning opportunities for teacher in the academic areas
- Purchase student materials-resources, manipulatives, supplemental books, and hands-on items
- Purchase software/programs
- Technology literacy software
- Provide student use of technology in academic area classrooms. Technology includes: laptops, E Readers, iPods/iPads, tablets, Promethean Board (mobile and stationary).
- Class size reduction teacher. The teachers in the Putnam County Charter School System will modify their instructional strategies due to smaller class sizes by adjusting content coverage, grouping practices, and pedagogical strategies.

8(c). Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.

Response: This plan was developed in accordance with the regulations and guidelines of all local, state, and federal programs.

*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:

Response:

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.)

- Early Intervention Program (EIP)
- Response to Intervention (RTI)
- Speech and Language Services
- Extended school year for students with disabilities and at risk students
- Extra time on assignments
- Re-teaching opportunities
- Group counseling
- Small group testing
- Read Works.org
- Accelerated Math
- Acceleration by previewing upcoming skills

9(a). Measures to ensure that student difficulties are identified on a timely basis.

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

Response:

- Unit Assessments
- Teacher assessments/rubrics
- Teacher observation
- MAP
- RTI
- EIP

9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.

Response:

- We have RTI training at the beginning of the school year and on-going RTI meetings throughout the school year.
- Data Meetings with Instructional Coach and RTI coordinator every 4.5 weeks.
- Review of MAP data and School City data after each testing session

9c). Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.

Response:

- Teachers are required to have two parent conferences throughout the year and four conferences for those identified as at-risk.
- Parent resource area/counselors
- Parent mentors
- Ongoing informal conferences by e-mail, phone, or notes

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

Response:

- Progress Reports
- Report Cards
- Wednesday Folders
- RTI Meeting Notes
- Parent conference forms
- Emails to parents
- Parent portal
- MAP data
- Write Score data
- Renaissance Home Connect

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
 "Making Education Work for All Georgians"

**Georgia Department of Education
 2017-2018 Title I
 Schoolwide/School Improvement Plan**

| |
|---|
| 11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students. |
| <p><i>Response:</i></p> <ul style="list-style-type: none"> • The use of the common assessments testing program (School City) • SLDS, PULSE, and GSGM • Renaissance Learning reports • CCRPI • MAP Reports • Write Score Reports • Standardized Testing Reports |
| 12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable. |
| <p><i>Response:</i></p> <ul style="list-style-type: none"> • A system test coordinator creates all School City assessments. • Research-based instruction • Instructional Coach data meetings with teachers • County Assessment Handbook and Training |
| 13. Provisions for public reporting of disaggregated data. |
| <p><i>Response:</i></p> <ul style="list-style-type: none"> • School website • DOE website • CCRPI |
| 14. Plan developed during a one-year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school wide program |
| <p><i>Response:</i> The plan was developed within a one-year period.</p> |
| 15. 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). |
| <p><i>Response:</i></p> <ul style="list-style-type: none"> • School Improvement and Parent and Family Engagement Plan reviewed and revised annually. • SGA |

Richard Woods, State School Superintendent



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
2017-2018 Title I
Schoolwide/School Improvement Plan

- Input from parents during feedback session

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

Response: The plan is available in the Parent Resource Center and is posted on the school's website.

17. 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 translated to primary language

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

Response: Putnam County Elementary School will abide by the requirements of the school improvement of Title I, Section 1116.

Richard Woods, State School Superintendent