

School-Wide Improvement Plan

School Year:	2024-2025	Date of Revision:	July 30, 2024
School Name & Address:	Putnam County High School 300 War Eagle Dr Eatonton, GA 30124	LEA Name & Address:	Putnam County Charter School System 158 Old Glenwood Springs Road Eatonton, GA 31024
Contact Number:	(706) 485-9971	Contact Number:	(706) 485-5381
Principal	Dr. Andrew Cooper	Title I Director	Ms. Laura Melton
Principal Signature/Date		Title I Director Signature/Date	

Planning Committee Members

Comprised of representatives from each grade level including teachers, paraprofessionals, special education, early intervention staff and specials. Additional members of the design team include the school's instructional coach, due process facilitator, assistant principal and principal. In addition, Putnam County High School's Governing Authority meets periodically regarding school improvement goals. Collectively, all these stakeholders provide outcomes and parental engagement. The needs assessment reflects the needs of all students inclusive of migratory and homeless students.

Position/Role	Member's Name	Member's Signature
Principal	Dr. Andrew Cooper	
Assistant Principal	Dr. Dexter Dawson	
Assistant Principal	Mr. Brian Patrick	
Instructional Coach	Dr. Candice Veal	
Counselor	Mr. Mark Adams	
Counselor	Ms. Amy Kennedy	
Special Education Specialist	Ms. Katherine Painter	
Science Department Chair	Mr. Michael Abney	
English Department Chair	Ms. Kara El-Kadi	
Social Studies Department Chair	Mr. Jonathan Deen	
Mathematics Department Chair	Mr. William Bollen	
CTAE Director	Ms. Christina Hinz	
Data Specialist	Ms. Paula Roberts	
Dean of Students	Ms. Pamela Young	

Multi-Tiered Systems of Support Coordinator	Ms. Rona Welch	
Fine Arts Department Chair	Ms. Amanda Stover	
SGA Business Representative		
SGA Parent		
SGA Parent		

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FY20 Title I School-Wide Improvement Plan Checklist

	Comprehensive Needs Assessment Data
	<ul style="list-style-type: none"> Failing Students
	<ul style="list-style-type: none"> At-Risk Students
	<ul style="list-style-type: none"> All Children’s Academic Achievement based on State Academic Standards
	Strategies for all Students
	<ul style="list-style-type: none"> Subgroups included
	<ul style="list-style-type: none"> Strengthen academic programs
	<ul style="list-style-type: none"> Improve skills outside academic subject areas
	<ul style="list-style-type: none"> Postsecondary education opportunities awareness
	<ul style="list-style-type: none"> Tiered Model
	<ul style="list-style-type: none"> Professional Development
	School wide Planning
	<ul style="list-style-type: none"> 1-Year Time Period
	<ul style="list-style-type: none"> Involving parents and other members of the community
	<ul style="list-style-type: none"> Monitored and revised as necessary
	<ul style="list-style-type: none"> Available to local education agency, parent and public
	<ul style="list-style-type: none"> Understandable and uniform format
	ESSA Requirements
	<ul style="list-style-type: none"> Interventions are evidence-based (What Works Clearinghouse) or (Logic Model)
	<ul style="list-style-type: none"> Use and implement effective parent and family engagement
	<ul style="list-style-type: none"> Transitions for students from Middle grades to High School
	<ul style="list-style-type: none"> Coordination with institutions of higher education
	<ul style="list-style-type: none"> Increased student access to early college high school and/or dual or concurrent enrollment opportunities
	<ul style="list-style-type: none"> Career Counseling

Needs Assessment Data

Data that identifies academic achievement of all students in meeting academic standards and particular needs of children who are failing or at-risk of failing, along with other factors as determined by the school system.

DATA SOURCES	
End-of-Course (EOC) Milestones Assessment	State standardize assessment for 4 academic courses— American Literature, Biology, Algebra I, and US History.
NAVY Standards-Based Assessment (9th – 12th)	Assessment of that relies on the evaluation of student understanding with respect to agree-upon standards or outcomes (Georgia Standards of Excellence in Reading/ELA & Math). Sets criteria for the successful demonstration of the understanding of a concept or skill.
School City Standards-Based Assessment (9th – 12th)	Assessment of that relies on the evaluation of student understanding with respect to agree-upon standards or outcomes (Georgia Standards of Excellence in Science & Social Studies). Sets criteria for the successful demonstration of the understanding of a concept or skill.
Attendance from SIS	Measure of students’ participation and exposure to academics to build their skills and make progress.
Graduation Rate	The percentage of students graduating in four years as measured from the first semester of enrollment as a 9 th grade student.
Instructional Strategies, Assessment Uses and Strategies	Common planning minutes; professional learning community agendas/minutes; Teacher Keys Effectiveness System (TKES)

DATA – Milestones End of Course Assessment

American Literature	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Proficient and Above	2024-2025 Target
Winter / Spring 20-21	29.5%	41.7%	26.9%	1.9%	28.8%	
Winter / Spring 21-22	17.7%	47.21%	30.46%	4.57%	35.03%	Baseline
Winter / Spring 22-23	24.14%	44.83%	29.56%	1.48%	31.04%	35%

Winter / Spring 23-24	29%	45%	25%	2%	27%	31%
Winter / Spring 24-25						30%

Identified Needs:

- Students need heightened awareness of Achievement Level Descriptors (ALDs) to better understand skills and knowledge necessary to optimize Milestones performance.
- Instructional strategies should align more closely with expected performance standards.
- Assessment strategies should include frequent practice of skills necessary to perform at proficient and above on the Milestones.

Algebra I	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Proficient and Above	2024-2025 Target
Winter / Spring 20-21	43.2%	40.6%	15.4%	0.9%	16.2%	
Winter / Spring 21-22	37.85%	42.63%	17.13%	2.39%	19.52%	Baseline
Winter / Spring 22-23	28.74%	43.31%	23.23%	4.72%	27.95%	20%
Winter / Spring 23-24						Baseline (New Standards)
Winter / Spring 24-25						

Identified Needs:

- Students need heightened awareness of Achievement Level Descriptors (ALDs) to better understand skills and knowledge necessary to optimize Milestones performance.
- Instructional strategies should align more closely with expected performance standards.
- Assessment strategies should include frequent practice of skills necessary to perform at proficient and above on the Milestones.

Biology	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Proficient and Above	2024-2025 Target
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Winter / Spring 20-21	32.4%	38.6%	25.6%	3.4%	29%	
Winter / Spring 21-22	35.38%	30.19%	28.77%	5.66%	34.43%	Baseline
Winter / Spring 22-23	30.41%	29.03%	30.41%	10.14%	40.28%	34%
Winter / Spring 23-24	25%	31%	33%	10%	43%	40%
Winter / Spring 24-25						45%

Identified Needs:

- Students need heightened awareness of Achievement Level Descriptors (ALDs) to better understand skills and knowledge necessary to optimize Milestones performance.
- Instructional strategies should align more closely with expected performance standards.
- Assessment strategies should include frequent practice of skills necessary to perform at proficient and above on the Milestones.

US History	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Proficient and Above	2024-2025 Target
Winter / Spring 20-21	34.1%	43.1%	22.8%	0%	22.8%	
Winter / Spring 21-22	28.95%	33.16%	20.00%	17.89%	37.89%	Baseline
Winter / Spring 22-23	32.82%	36.92%	25.13%	5.13%	30.26%	38%
Winter / Spring 23-24	37%	40%	22%	1%	23%	30%
Winter / Spring 24-25						28%

Identified Needs:

- Students need heightened awareness of Achievement Level Descriptors (ALDs) to better understand skills and knowledge necessary to optimize Milestones performance.
- Instructional strategies should align more closely with expected performance standards.
- Assessment strategies should include frequent practice of skills necessary to perform at proficient and above on the Milestones.

DATA -- Graduation Rate and Attendance

4-Year Cohort	2019	2020	2021	2022	2023	2024
All Students	92.31%	90.72%	90.6%	90.15%	88.5%	
Black Students	93.75%	N/A	N/A	97.14%	92.50%	
Hispanic Students	100.00%	N/A	N/A	78.57%	85.71%	
White Students	91.76%	N/A	N/A	87.50%	83.65%	
SWD	81.82%	73.38%	83.87%	81.48%	77.14%	
EL (English Learners)	Too Few	Too Few	Too Few	Too Few	Too Few	

Attendance (>10%)	2019	2020	2021	2022	2023	2024
All Students	24.52%	N/A	N/A	N/A	37.25	30.16%
Black Students	18.51%	N/A	N/A	N/A	33.33	
Hispanic Students	26.67%	N/A	N/A	N/A	25.9	
White Students	28.92%	N/A	N/A	N/A	44.65	
SWD	25.18%	N/A	N/A	N/A	33.33	

School-wide Reform Strategies

SMART Goal Setting Guidelines:

- **S**pecific – Identify a specific action or event that will take place
- **M**easurable – Benefits should be quantifiable
- **A**chievable – Attainable given available resources
- **R**ealistic – Requires stretching but allows for success
- **T**imely – State time period in which it will be accomplished

Objective, Strategy and/or Activity	Assessments, Resources and/or Materials	Timeline	Evaluation of Implementation & Impact on Student Learning		Funding Source	Monitoring of Actions/Implementation
			Artifacts (Data that may or may not be relevant)	Evidence (Data that is relevant)		
SMART GOAL #1:	PCHS will increase the percentage of students scoring Proficient and Distinguished on the Georgia End-of-Course Assessment in United States History by 5%.					
High Leverage Instructional Practices Focused on Building Literacy Skills	Provide professional learning for teacher based on high leverage practices focusing on building/supporting literacy skills	Monthly – August 2024 to May 2025	Professional learning sign-in sheets, agendas, and minutes	Observable implementation of high leverage instructional strategies	N/A Training will be provided by the school and district	Instructional Coach District Instructional Coordinators Administrative Team

Objective, Strategy and/or Activity	Assessments, Resources and/or Materials	Timeline	Evaluation of Implementation & Impact on Student Learning		Funding Source	Monitoring of Actions/Implementation
			Artifacts (Data that may or may not be relevant)	Evidence (Data that is relevant)		
			Learning tasks, assessments, projects	Summative Common Assessment Data EOC data Increases in student grades and engagement in the event of all students going to digital learning		
Professional Learning Community -- Implementation and Evaluation	Implement and monitor pacing guides, unit plans, and common formative/summative assessments through professional learning community	Bi-weekly departmental planning blocks from August 2024 to May 2025	PLC sign-in sheets, agendas, and minutes Unit plans and pacing guides	Summative Common Assessment Data EOC data Increases in student grades and engagement in the event of all students going to digital learning	N/A The school will provide time, guidance, and oversight	Department Chair Administrative Team

Objective, Strategy and/or Activity	Assessments, Resources and/or Materials	Timeline	Evaluation of Implementation & Impact on Student Learning		Funding Source	Monitoring of Actions/Implementation
			Artifacts (Data that may or may not be relevant)	Evidence (Data that is relevant)		
SMART GOAL #2:	PCHS will increase the 4-Year Cohort Graduation Rate by 4 percentage points.					
Track August Cohort Data for 9-12 Grade Students over Time	Educlimber cohort data	Monthly from August 2024 to May 2025	Current Cohort Data by enrollment	4-Year Graduation Cohort Data Course grades EOC assessment scores	N/A	Counselors Administrators
Identify At-Risk Students and Implement CICO System with Trusted Adult	Educlimber cohort data Course grades EOC assessment scores	Monthly CICO from August 2024 to May 2025	Current Cohort Data by enrollment	4-Year Graduation Cohort Data Course grades EOC assessment scores	N/A	Counselors Administrators
SMART GOAL #3:	PCHS will decrease the percentage of students missing more than 10% of the school year from 30% in 2024 to 28% in 2025.					
Implement Attendance Incentives	Course Finals	August 2024 to May 2025		Monthly attendance reports (IC)	District	Event Coordinators

Objective, Strategy and/or Activity	Assessments, Resources and/or Materials	Timeline	Evaluation of Implementation & Impact on Student Learning		Funding Source	Monitoring of Actions/Implementation
			Artifacts (Data that may or may not be relevant)	Evidence (Data that is relevant)		
<ul style="list-style-type: none"> • Finals Exemption • Class Trips • Various School Events 		Monthly		Monthly tardy reports (IC)	School	Instructional Coach Administration Attendance Clerk

End of Year Summary/Evaluation

GOALS	Met	Made Progress	Did Not Make Progress	Comments
Goal 1: PCHS will increase the percentage of students scoring Proficient and Distinguished on the Georgia End-of-Course Assessment in United States History by 5%.				
Goal 2: PCHS will increase the 4-Year Cohort Graduation Rate by 4 percentage points.				
Goal 3: PCHS will decrease the percentage of students missing more than 10% of the school year from 30% in 2024 to 28% in 2025.				