PUTNAM COUNTY CHARTER SCHOOL SYSTEM
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Title I School-Wide Improvement Plan

School Year:	2024 - 2025	**Date of Revision:**	September 23, 2024
School Name & Address:	Putnam County Primary School	**LEA (Local Education Agencies) Name & Address:**	Putnam County Charter School System 158 Old Glenwood Springs Road Eatonton, GA 31024
Contact Number:	706-485-5141	**Contact Number:**	706-485-5381
Principal	Dr. Fanicia Rogers	**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, special education specialist, assistant principal, and principal. In addition, Putnam County Primary 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. Fanicia Rogers	FARogers
Assistant Principal	Mrs. Holly Hardie	Holly Hardie
Instructional Coach	Mrs. Kara Page	Kara Page
Kindergarten Teacher	Ms. Kenneshia Smith	KSmith
Kindergarten Teacher	Mrs. Jennifer Brown	Jennifer Brown
First Grade Teacher	Mrs. Brandy Parham	[illegible]
First Grade Teacher	Mrs. Tricia Coxwell	[illegible]
Second Grade Teacher	Mrs. Casey Spires	Casey Spires
Second Grade Teacher	Mrs. Bailey Haynes	Bailey Haynes
Special Education Specialist	Mrs. Amy Babb	Am Babb
Specials Teacher	Mrs. Sara Higgins	[illegible]
Pre-K Teacher	Mrs. Tina Fortson	[illegible]
SGA (School Governance Authorities) Parent Representative	Mr. Adam ~~Sawyer~~ Wymer	[illegible]
Counselor	Ms.Shanqueetay Easley	Shanqueetay Easley
Paraprofessional	Mrs. Nellie James	Nellie James
Early Learning Program Director	Ms.Christel Nelson	[illegible]

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Title I School-Wide Improvement Plan Checklist

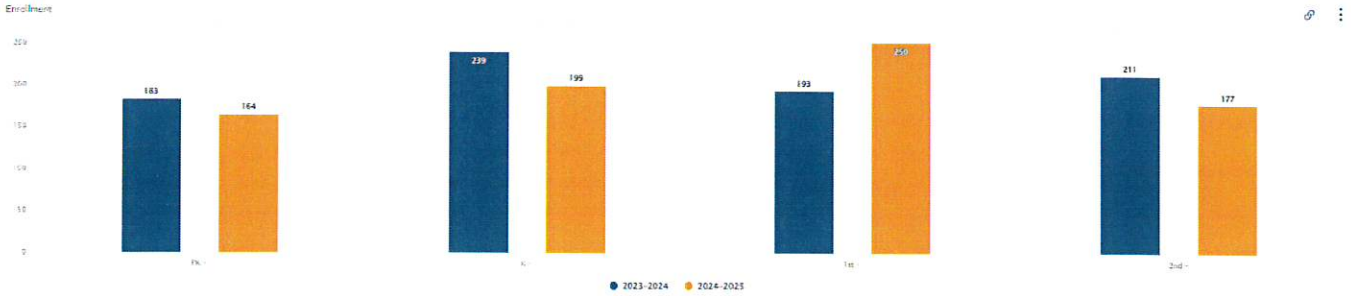
Included	Area Addressed
	Comprehensive Needs Assessment Data
	• Failing Students
	• At-Risk Students
	• All Children's Academic Achievement based on State Academic Standards
	Strategies for all Students
	• Subgroups included
	• Strengthen academic programs
	• Improve skills outside academic subject areas
	• Postsecondary education opportunities awareness
	• Tiered Model
	• Professional Development
	School wide Planning
	• 1-Year Time Period
	• Involving parents and other members of the community
	• Monitored and revised as necessary
	• Available to local education agency, parent and public
	• Understandable and uniform format
	ESSA (Every Student Succeeds Act) Requirements
	• Interventions are evidence-based (What Works Clearinghouse) or (Logic Model)
	• Use and implement effective parent and family engagement
	• Transitions for students from Middle grades to High School
	• Coordination with institutions of higher education
	• Increased student access to early college high school and/or dual or concurrent enrollment opportunities
	• Career Counseling

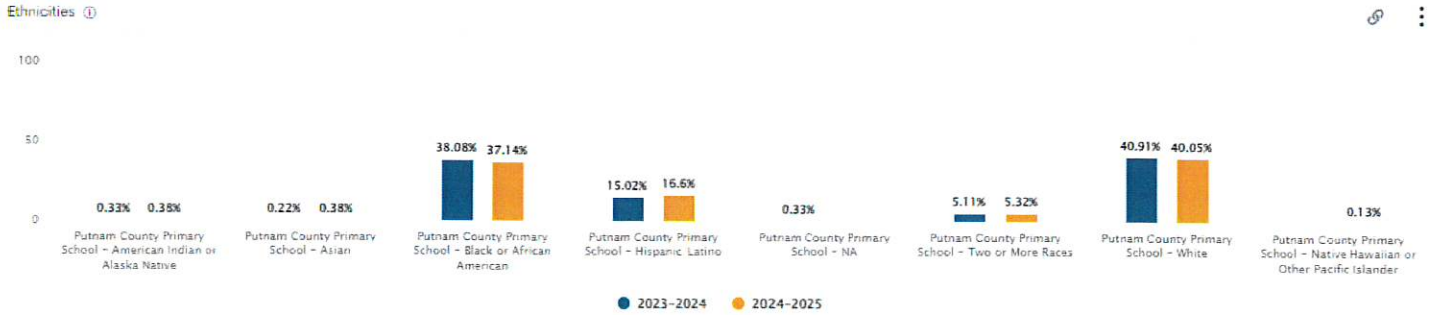
Needs Assessment Data

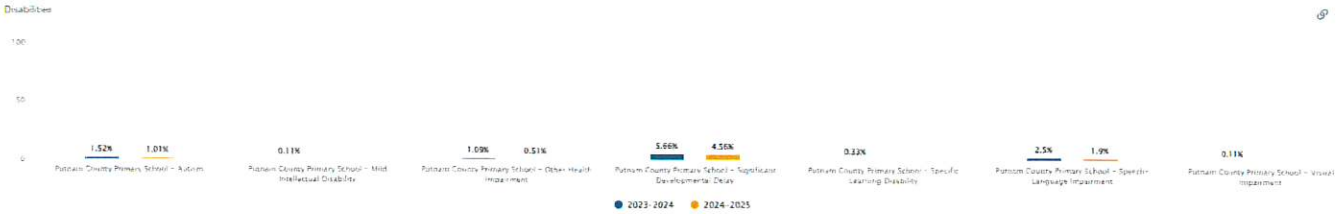
Data that identifies academic achievement of all students in meeting academic standards and particular needs of children who are failing or at-risk of failing, along with other factors as determined by the school system.

DATA SOURCES **(The data below is a snapshot in time from the beginning of the year, data is housed in Achievement Dashboard in EduClimber and is always current for review.)**	
Map Growth Math (Kdg – 2nd) **MAP Fluency (Kdg – 2nd)**	National Normed Assessment to measure areas related to standards in Literacy and math. MAP Growth Math provides a National Percentile Ranking to help measure and compare academic growth and represents the level where a student is ready to learn. MAP Fluency measures early literacy skills and oral reading fluency. MAP Fluency can provide a clear view of early literacy skills and learning needs for each student. It can also quickly screen students at risk of reading difficulty.
Standards Based Assessment (Kdg – 2nd)	Formative Assessment based on the Georgia Standards of Excellence in Reading and Math to drive instruction and measure students understanding of grade level concepts and skills.
Write Score (Kdg – 2nd)	Assessment to analyze writing to determine where students need more help in literacy skills necessary for school success.
Student Information System Attendance	Measure of students' participation and exposure to academics to build their skills and make progress.
Student Information System Conduct	Measure of students' conduct impact on setting rigorous expectations for behavior that correlates with meeting academic expectations.
School and District Observations	Common evaluation system designed for building teacher effectiveness and ensuring consistency and comparability of instruction.

Demographics

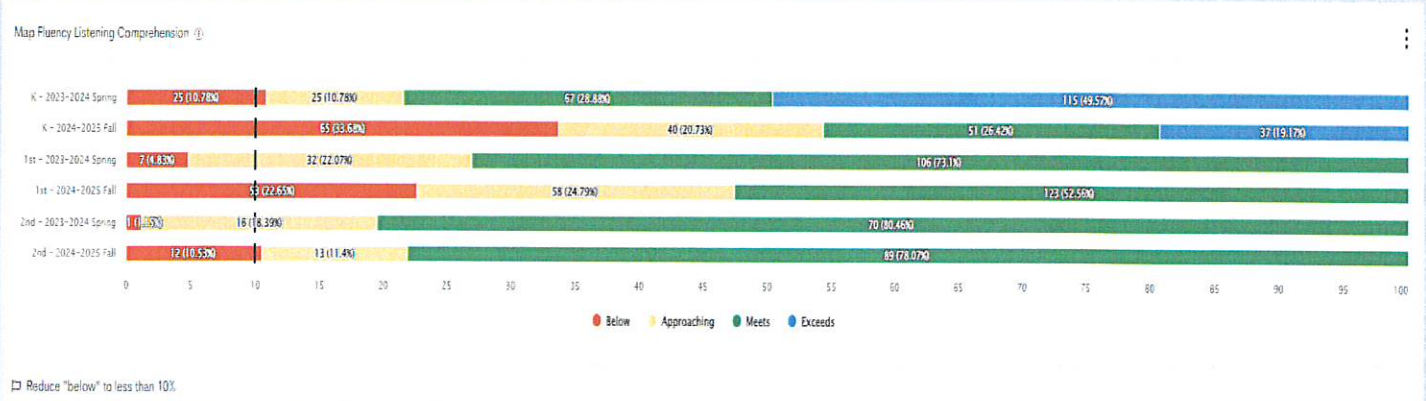






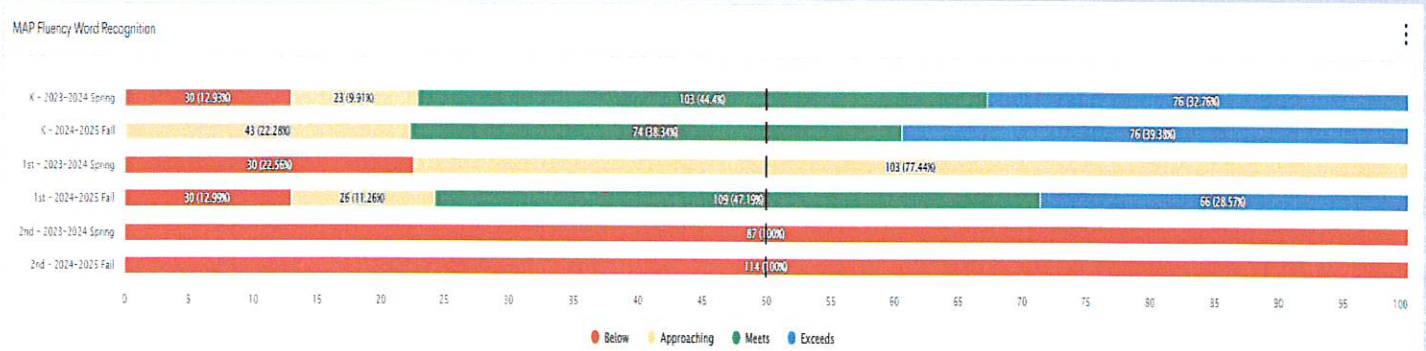
Literacy

MAP Fluency

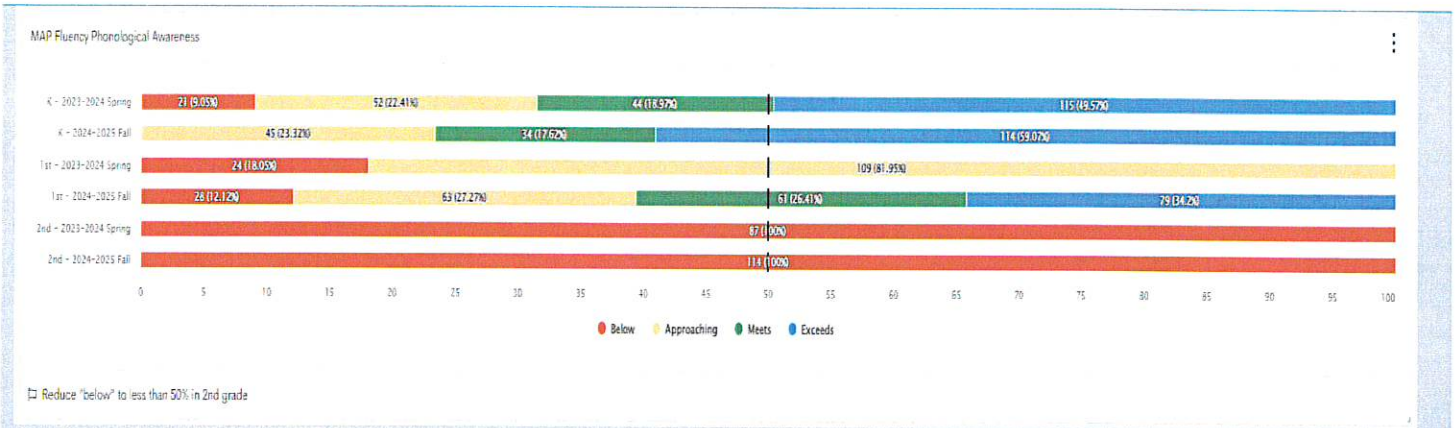


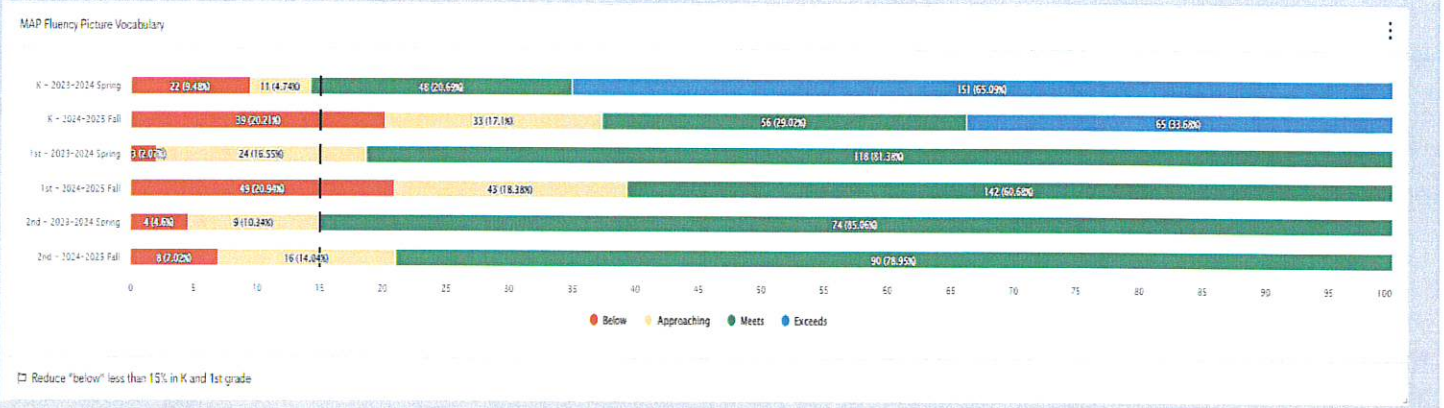
Reduce "below" to less than 10%

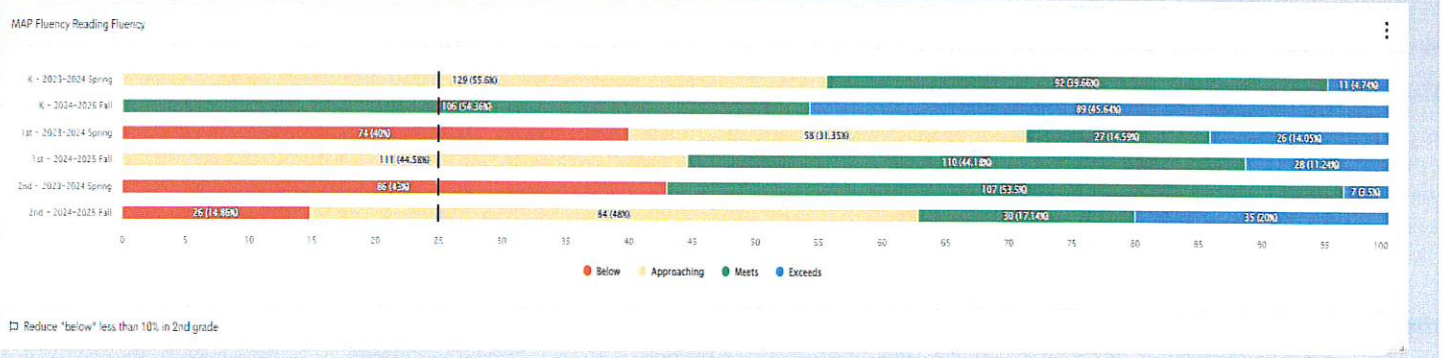
Reduce "below" to less than 25%.



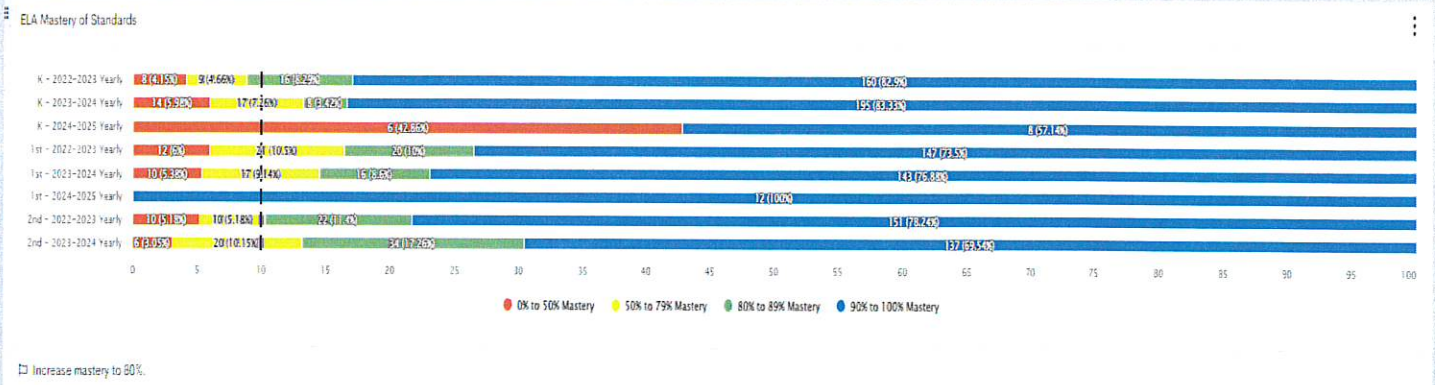
Reduce "below" to less than 50% in 2nd grade


MAP Fluency Phonological Awareness
K - 2023-2024 Spring
K - 2024-2025 Fall
1st - 2023-2024 Spring
1st - 2024-2025 Fall
2nd - 2023-2024 Spring
2nd - 2024-2025 Fall
21 (9.05%)
52 (22.41%)
44 (18.97%)
115 (49.57%)
45 (23.32%)
34 (17.62%)
114 (59.07%)
24 (18.05%)
109 (81.95%)
28 (12.12%)
63 (27.27%)
51 (26.41%)
79 (34.2%)
87 (100%)
114 (100%)
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Below
Approaching
Meets
Exceeds
Reduce "below" to less than 50% in 2nd grade

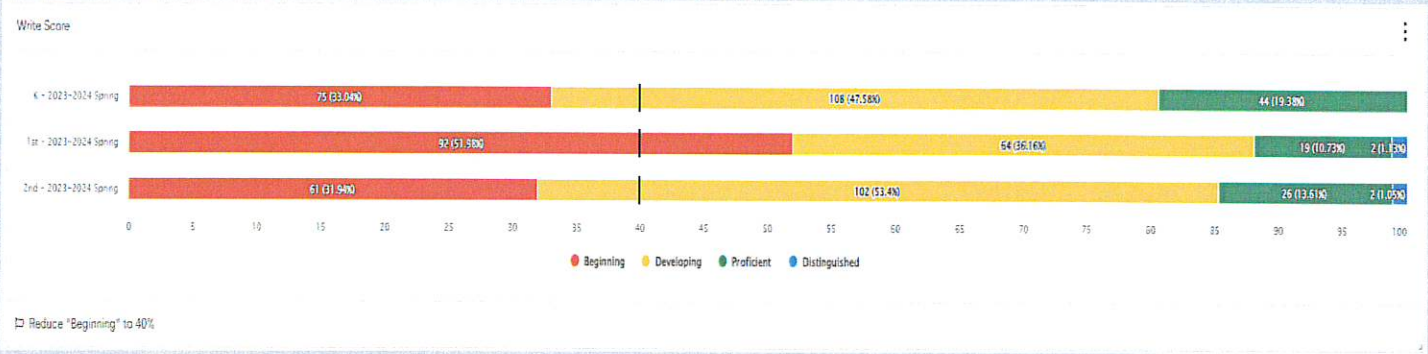

MAP Fluency Picture Vocabulary
K - 2023-2024 Spring
K - 2024-2025 Fall
1st - 2023-2024 Spring
1st - 2024-2025 Fall
2nd - 2023-2024 Spring
2nd - 2024-2025 Fall
22 (9.48%)
11 (4.74%)
48 (20.69%)
151 (65.09%)
39 (20.21%)
33 (17.1%)
56 (29.02%)
65 (33.68%)
3 (2.02%)
24 (16.55%)
118 (81.38%)
49 (20.94%)
43 (18.38%)
142 (60.68%)
4 (4.6%)
9 (10.34%)
74 (85.06%)
8 (7.02%)
16 (14.04%)
90 (78.95%)
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Below
Approaching
Meets
Exceeds
Reduce "below" less than 15% in K and 1st grade


MAP Fluency Reading Fluency
K - 2023-2024 Spring
K - 2024-2025 Fall
1st - 2023-2024 Spring
1st - 2024-2025 Fall
2nd - 2023-2024 Spring
2nd - 2024-2025 Fall
129 (55.6%)
92 (39.66%)
11 (4.74%)
106 (54.36%)
89 (45.64%)
74 (40%)
58 (31.35%)
27 (14.59%)
26 (14.05%)
111 (44.58%)
110 (44.18%)
28 (11.24%)
86 (43%)
107 (53.5%)
7 (3.5%)
26 (14.86%)
84 (48%)
30 (17.14%)
35 (20%)
0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
Below
Approaching
Meets
Exceeds
Reduce "below" less than 10% in 2nd grade

ELA Mastery of Standards



Write Score



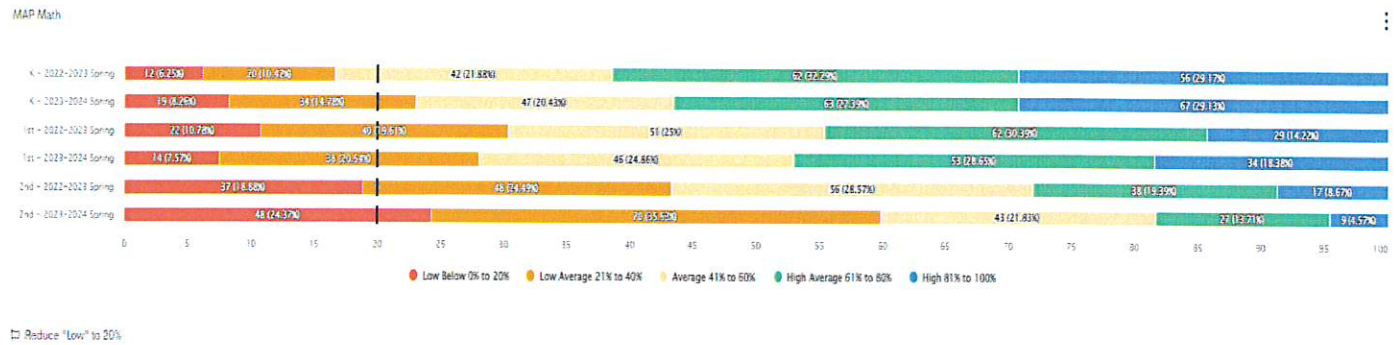
Area of Need: **Consider subgroups (Student with Disabilities and Ethnicity "Economically Disadvantage is 100%")**

Identified Needs:

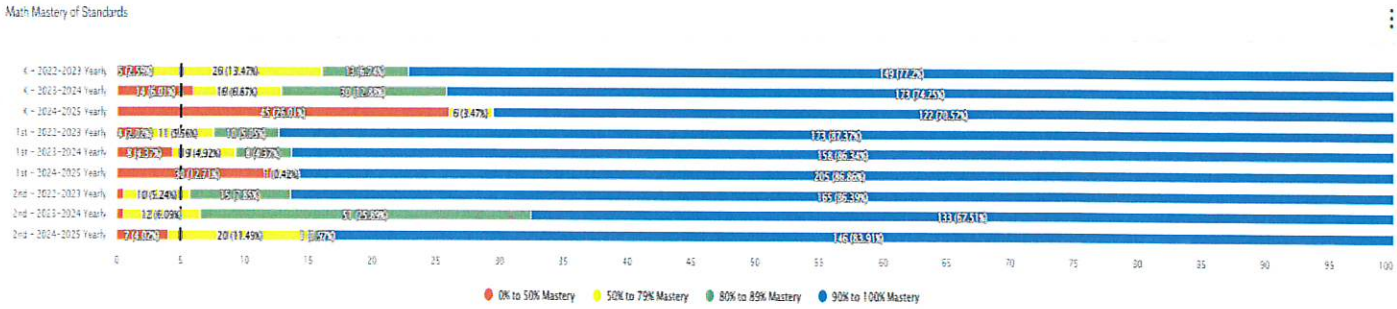
- **60% (111) of second graders are still in foundational literacy skills and of the 35% (64) in oral reading accuracy 30% (19) of them are below expectation. Although they do not have any identified disabilities, most of them are either African American or Hispanic 68% (13)**
- **49% (78) of Second graders are beginning based on Write Score. 69% (25) of those in beginning on Write score are African American or Hispanic.**

Mathematics

MAP Growth



Math Mastery of Standards



Area of Need: **Consider subgroups (Student with Disabilities and Ethnicity "Economically Disadvantage is 100%")**

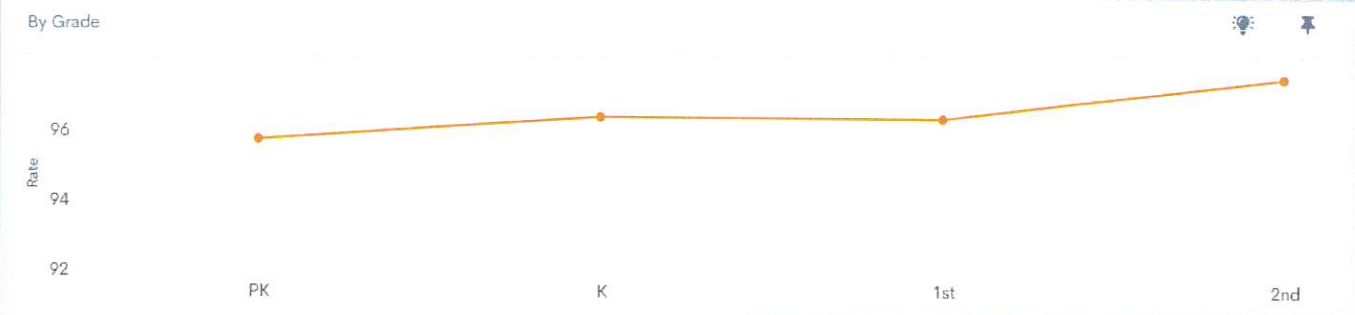
Identified Needs:

- **24% (48) student in second grade were below the 20% in MAP Growth and the % was high for the last two years. There has been a change in math standards and a focus on reading. Will continue to monitor this to see if this is a trend. Did not see any difference in ethnicities or disabilities in this population.**

Discipline and Attendance

Incident Reports

Attendance (Current School Year)



SIS Reported Attendance Rate

The average attendance rate is 96.47%. PK has the lowest rate of 95.74%, while 2nd has the highest rate of 97.46%

Area of Need: **Consider subgroups (Student with Disabilities and Ethnicity "Economically Disadvantage is 100%")**

Identified Needs:

- **33% (276) of students were > 90% attendance in 2023-2024 and most absences are Kindergarten and PK students. 45% (125) were white, 33.7% (93) were African American, 15.9% (44) were Hispanic. With students with disabilities the majority were from students with significant developmental delay (23).**
- **2023-2024 Data- 17 students had more than 5 incident reports. Majority of them were males in second grade. 52.9% were African American, 35.3% were white and 11.8% were two or more races.**

Teacher Data

- **Implementation of Bullseye Solutions for teacher and district level observations and feedback. (First year 2024-2025)**
- **Focus on implementation of Benchmark Advance Curriculum for ELA/Reading.**
- **Participation in professional learning targeting Benchmark Advance Curriculum components and English Language Arts standards.**
- **Increase and enhance teacher knowledge and skills in effective literacy instruction by all teachers completing one or more Early Literacy professional development programs (GA Literacy Academy Modules, LETRS training, reading endorsement program etc.).**
- **Individual teacher professional growth goals supported by observational feedback from instructional staff and administration using Bullseye and Teacher Keys Effectiveness System.**
- **Monitor units of study with the Georgia math standards and provide feedback to enhance knowledge and skills of implementing differentiated, effective instructional strategies in math. Utilize the MAP Math Growth student reports for instructional purposes.**

School-wide Reform Strategies

SMART Goal Setting Guidelines:

- **S**pecific – Make your goal specific and narrow for more effective planning.
- **M**easurable – Make sure your goal and progress are measurable.
- **A**chievable – Make sure you can reasonably accomplish your goal within a certain time frame.
- **R**ealistic – Your goal should align with your values and long-term objectives.
- **T**imely – Set a realistic but ambitious end date to clarify task prioritization and increase motivation.

(Goals are long-term aims and Action Steps are concrete attainments to achieve by following identified steps)

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)		
I. Student Achievement and Readiness	1.1 To what degree are students demonstrating academic growth towards mastery of grade-level expectations and post school readiness. 1.2 To what degree are we able to tailor instruction when students are not learning and enable them to overcome the reason. 1.3 To what degree do we provide all students with the knowledge, tools, skills, experiences, and grit necessary to be successful?					
GOAL I	Increase the number of students who have mastered grade level literacy and math skills and are on target to be successful in the following grade level.					
Objective 1.1: Provide individualized instruction to meet student needs based on formative assessments.	MAP Growth & Fluency Literacy Screeners School City Assessments EduClimber Interventions Early Intervention Program (EIP)	On-going	Assessment Data in Educlimber	Increase in percentage of students who are meeting	Title I Georgia State Charter Funds	School Administration along with instructional coach.

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)		
	Phonics to Reading Bridge to Reading Handwriting without Tears Curriculum Benchmark Advance Reflex Math Raz Kids SeeSaw Write Score Additional teaching staff Supplies requested by teachers			expectations by grade level.		
Objective I.2: Provide extended learning opportunities for all students to supplement or enrich learning.	Summer Inspiration	Six Weeks during the summer	Student registration percentage. Fall assessment data	MAP and Mastery of Standards Fall data	Georgia State Charter Funds	District Level supported by school administration
Objective I.3: Increase parent engagement of literacy and math skills at home.	Tools and strategies to support learning. Informational sessions. Literacy and math events. Printing supplies Resources and supplies for information	Ongoing	Parent Contact Log, Attendance verification sheets at special events, Parent conference attendance sheets.	Increase in participation rate of parents at special events; Parent feedback in the form of survey reports and comments.	Title 1 Local and State Funds	Classroom teachers, Instructional Coach, School Administration, Counselors

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)		
II. Effective Staff and Engaged Students	2.1 To what degree of professional learning to ensure all staff members have the knowledge and skills to improve student performance and meet the system's mission and goals. 2.2 To what degree do extracurricular activities improve school experience? 2.3 To what degree does the school consistently engage students in quality work that interests, challenges, and promotes creativity, innovation and collaborative problem solving?					
GOAL II	Increase the retention of highly qualified instructional and non-instruction staff.					
Objective II.1: Provide regular and targeted professional learning to increase the qualifications of all instructional and non-instructional staff.	TKES Evaluation System, Bullseye Walkthrough Solutions, Professional Learning	July 2024-May 2025.	Attendance data for PL	Between 85%-90% retention rate of school staff.	Local and state funds	Administration
Objective II.2: Provide teacher feedback through observations that are consistent and targeted to the instructional needs of students.	Bullseye walkthrough solutions TKES observations	On-going	Observation data	Increase in teachers rated proficient or higher on TKES standards 1, 2, 3, and 4.	ESSER funds	Administration Instructional Coach

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)		
Objective II.3: Increase of effective teacher resources and strategies with enhanced use of them.	Professional Learning Teacher resources Manipulatives	On-going	Observation data PL sign in sheets and agendas	Increase of effective teacher resources and strategies with enhanced used evidenced by observations	Title 1	Administration Instructional Coach
III. Operations and Support Systems	3.1 To what degree are the schools' finances managed efficiently? 3.2 To what degree does the school recruit and retain individuals capable of meeting the academic, personal, and social needs of all students? 3.3 To what degree does the school engage in transportation, nutrition, maintenance, and technology to meet the needs of the school?					
GOAL III	Ensure equitable and transparent funding and resource distribution that meets the needs of each student.					
Objective III.1: Establish a framework to evaluate the cost-effectiveness of programs and initiatives to ensure resources are utilized efficiently.	Usage Data EduClimber Data Budget	August 2024-May 2025	Purchase Orders Observations	Budget transparency EduClimber Data Usage Data	No cost	Administration
Objective III.2: Establish robust induction and mentorship programs for new hires to support their integration and	Teacher Induction Program STAR meetings Mentor/Mentee Pairings	July 2024-May 2024	Sign in sheets/Attendance in meetings	Between 85%-90% retention rate of school staff	GA State Charter Funds	Administration Teacher induction program leads

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)		
effectiveness in the classroom.				Decrease in the number of teachers below Level 3 (proficient) on TKES standards.		
Objective III.3: Create a proactive maintenance schedule for school facilities, ensuring timely repairs and upkeep to foster a safe learning environment.	School Dog Schoolmaintence@putnam.k12.ga.us	On-going	Maintence checklists	Increase in % of usage and feedback for tasks and observations in School Dog	GA State Charter Funds	Administration District Level Admin
IV. Culture, Communication, and Community.	4.1 To what degree does the school meet the expectations of parents, community, and businesses? 4.2 To what degree does the school communicate and model the mission, vision, and building principles? 4.3 To what degree does the school provide the support necessary to assure equity?					
GOAL IV	Increase student instructional time by increasing the percentage of students not chronically absent and increasing behavioral health support to reduce the staff-to-student services ratios.					
Objective IV.1: Implement SEL programs within the curriculum to support students' emotional well-being.	Zones of Regulation Supplies requested by staff specific to their activities regarding behavior management. Character Education PBIS strategies	On-going	EduClimber Behavior Incident Data	Decrease in discipline referrals	ESSER	Administration Instructional Coach

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)		
Objective IV.2: Provide an attendance incentive program that rewards students for improved attendance.	Supplies requested by staff specific to their activities regarding behavior management and attendance incentives.	On-going	Infinite Campus Attendance Data Parent conferences for attendance sign in sheets	Aiming for a reduction in chronic absenteeism by at least 10% within the academic year.	Title 1 State and Local Funds	Administration
Objective IV.3: Create effective communication channels (e.g., newsletters, phone calls, social media, emails) to keep families informed of their child's attendance and available support services for social emotional behavior.	Printing supplies Resources and supplies for information Social Emotional Learning Events	On-going	Parent contact log Attendance at Special Events Parent Conferences Newsletters System Web site and social media platforms	Parent response rates Parent surveys	State and Local Funds	Administration
V. Safety and Well-being	5.1 To what degree do students have positive connections to adults and other students? 5.2 To what degree does the school provide safe and secure schools to the expectations of our communities. 5.3 To what degree are students' and staff wellbeing a priority?					

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)		
GOAL V	Ensure that Putnam County Primary is secure and fully equipped to create a clean, safe environment for students and staff.					
Objective V.1: Conduct safety walks to assess the current security measures and identify areas for improvement.	School Dog	On-going	School Dog platform data and usage	Consistent documentation of safety walks and completed tasks for any areas of improvement	State and Local Funds	Administration
Objective V.2: Maintain a staff safety committee to address concerns, and recommend improvements	Safety Plan Safety Committee	On-going	Meeting agendas Sign in sheets	holding and completing biannual meetings to ensure ongoing engagement.	No Cost	Administration
Objective V.3: Integrate SEL events and resources to support students and families with their social emotional well-being.	Social Emotional Learning Nights Zones of Regulation resource materials Counselor Newsletters Character Education Lessons	August 2024-May 2025	Newsletter Attendance sign in sheets	increase of classrooms with evident use of Zones of Regulation, increase in parent response to resources offered and	Title 1 State and Local Funds	Administration School Counselors

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)		
				attendance at events		

Resource Usage and Evidence

Resources Initiatives Professional Learning	ELA Reading Writing	Math	Science	Social Studies	Title, I Funded	Instructional Software	Student Visualization Software	Professional Learning	Instructional Programs & Initiatives	Research Based/Evidence What Works Clearinghouse (WWC)
Balanced Literacy	X							X		Strong Evidence
Brain Pop						X				Logic Model
Class Size Reduction	X	X			X				X	Strong Evidence
Data Reviews									X	
Early Intervention Program	X	X							X	
Flocabulary	X	X	X	X		X				Logic Model
Activate										Logic Model
Handwriting without Tears	X								X	

Resources Initiatives Professional Learning	ELA Reading Writing	Math	Science	Social Studies	Title, I Funded	Instructional Software	Student Visualization Software	Professional Learning	Instructional Programs & Initiatives	Research Based/Evidence What Works Clearinghouse (WWC)
Instructional Coach	X	X	X	X	X			X		Strong Evidence
Leveled Readers									X	
MAP Math Growth		X					X			Strong Evidence
Map Fluency	X						X			Strong Evidence
Number Talks									X	Logic Model
Phonics to Reading/Vocabulary	X				X				X	Logic Model
Professional Learning Communities									X	
Project Based, STEM Instruction									X	
Reflex Math		X			X	X				Logic Model
School City Assessments							X			Logic Model
Zones of Regulation PBIS								X	X	Logic Model
Alternative class method (.5 classes/Accelerated									X	Logic Model

Resources Initiatives Professional Learning	ELA Reading Writing	Math	Science	Social Studies	Title, I Funded	Instructional Software	Student Visualization Software	Professional Learning	Instructional Programs & Initiatives	Research Based/Evidence What Works Clearinghouse (WWC)
Summer Inspiration/ Summer Semester	X	X	X	X	X					Logic Model
Winsor Sonday						X				Strong Evidence
Write Score							X			Logic Model
Bridges Intervention		X			X				X	Logic Model
Orton-Gillingham Reading and Math	X	X			X			X	X	Strong Evidence
Hand2Mind Guided Phonics & Beyond (K)	X			X					X	Strong Evidence
Bridge to Reading (K)	X								X	Logic Model
Structured Literacy/ Benchmark Advance	X		X	X		X		X	X	Logic Model
Raz-Kids/ Learning A-Z	X				X	X			X	Logic Model

End of Year Summary/Evaluation

GOALS	Met	Made Progress	Did Not Make Progress	Comments
Goal 1: Increase the number of students who have mastered grade level literacy and math skills and are on target to be successful in the following grade level.				
Goal 2: Increase the retention of highly qualified instructional and non-instruction staff.				
Goal 3: Ensure equitable and transparent funding and resource distribution that meets the needs of each student				
Goal 4: Increase student instructional time by increasing the percentage of students not chronically absent and increasing behavioral health support to reduce the staff-to-student services ratios.				

GOALS	Met	Made Progress	Did Not Make Progress	Comments
Goal 5: Ensure that Putnam County Primary is secure and fully equipped to create a clean, safe environment for students and staff.				