



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

Georgia Department of Education
Title I
Schoolwide/School Improvement Plan

School Name: Putnam County Primary School	
School Mailing Address: 162 Old Glenwood Springs Road	
LEA Name: Putnam County Board of Education	
LEA Title One Director/Coordinator Name: Kelly Roberts, Assistant Superintendent	
LEA Title One Director/Coordinator Signature: <i>Kelly Roberts</i>	Date: June 30, 2016
LEA Title One Director/Coordinator Mailing Address: 158 Old Glenwood Springs Road Eatonton, Georgia 31024	
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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.



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Planning Committee Members:

NAME	POSITION/ROLE
Fernando Aker	Principal
Dr. Susan Stone	Assistant Principal
Vikki Drawdy	Instructional Coach
Kim McLaulin	Due Process Facilitator
Andrea Bottchen	Counselor
Towanda Finney	Counselor
Brandy Parham	Pre- Kindergarten Teacher
Courtney Gourley	Kindergarten Team Leader
Robin Whittaker	Kindergarten Team Leader
Lauren Brown	1st Grade Team Leader
Tricia Coxwell	1st Grade Team Leader
Julie Haley	2nd Grade Team Leader
Donna Sutton	2nd Grade Team Leader
Candice Brown	SGA Member
Nancy Marshall	SGA Member
Christy Steverson	SGA Member



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SIP Components

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

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

Putnam County Primary School’s design team is comprised of representatives from each grade level including 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 Primary School’s Governing Authority meets periodically regarding school improvement goals. Collectively, all of these stakeholders provide input pertaining to instructional programs and improvement initiatives to enhance student learning, achievement outcomes, and parental engagement. The needs assessment reflects the needs of all students inclusive of migratory and homeless students.

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

- Perception data is gathered from formal and informal surveys including climate surveys, parent surveys, Title I surveys.
- Design team reviews assessment and performance data to identify school needs
 - MAP, GKIDS, School City standards mastery reports, DIBELS Next, STAR
- PCPS School Governing Authority meets monthly providing feedback and suggestions for school improvement
- Grade level teams review assessment data, discuss student performance and collaborate regarding implementation of instructional practices and best practices.

Feedback from all stakeholders is considered in the effort to promote collaboration, gather and analyze data, and implement effective practices, strategies and programs to improve the school and academic outcomes for students.

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. Activities to identify and address their needs include:

- Home Language surveys
- Multi-language interpretations utilizing professional interpreters, document translations,



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and various EL assessments

- EL classes for eligible students
- Additional support services to students
- Parent liaisons where appropriate
- Summer extended learning for eligible migrant students
- Response to Intervention process and procedures

Assessment results for English & Language Arts are listed below.

GKIDS

<i>ENGLISH LANGUAGE ARTS</i>	<i>2015-2016 Mean % (meets/exceeds)</i>
<i>Reading</i>	<i>88.9</i>
<i>Writing</i>	<i>74.2</i>
<i>Speaking and Listening</i>	<i>90.8</i>
<i>Language</i>	<i>86.1</i>

MAP Reading (Spring 2016)

	# of Students	Spring Mean RIT	Norm Grade RIT	# of meets	% of Meets
Kindergarten MAP Primary	215	160.9	158.1	129	60%
1 st Grade MAP Primary	234	176.4	177.5	102	43%
2 nd Grade	260	188.3	188.7	139	53%
2 ND Grade MAP Primary	55	179.7	188.7	12	21%
2 ND Grade MAP (2-5)	205	190.6	188.7	127	61%

Our analysis of GKIDS data indicates that our kindergarten students performed well in the area of **Speaking and Listening**, with over 90% of students meeting expectations. However, GKIDS results indicate that kindergarten students experience less success in the area of **Writing** with 74% of students meeting the expectation. On the MAP assessment, Kindergarten students demonstrated strength in the areas of **Literacy & Information** (73%) and **Foundation skills** (73%). However, the area of **Language and Writing** showed that 32% of Kindergarten students performed in the Low or Low Average percentile range.

Of the areas assessed in the MAP Reading Assessment, the 1st Grade students also demonstrated strength in the area of **Literacy & Information** with 64% scoring at average or above. However, 46% of 1st grade students scored in the Low or Low Average percentile in the area of **Foundational Skills** and 47% scored in the Low or Low Average percentile in **Vocabulary Use and Functions**.

The 2nd grade students that took the MAP Reading 2-5 demonstrated strength in the area of **Reading Literature**. However, 37% of **students scored in the Low or Low Average percentile** in Reading Informational Text and 36% of students scored in the Low or Low Average percentile in the area of **Vocabulary Acquisition and Use**



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Upon analysis of the student assessment and achievement data in English & Language Arts, the school improvement team has identified instructional strategies, interventions, and resources that will support improved learning outcomes for PCPS students in Literacy.

Literacy

- Balanced Literacy Training, Materials, & supplies
- Professional learning and workshops
- Online Assessment software for *Pre and post assessments* and benchmark assessments including but not limited to Dibels Next, MAP {Measure of Academic Progress} Assessments, STAR Reading, Accelerated Reader, Lexia, & MobyMax
- Other forms of authentic and standardized assessment, where appropriate
- Non-fiction and fiction Guided Reading materials, Leveled Readers
- Upgraded classroom libraries and literacy support
- Literacy & Writing consultants
- Small group and Whole group training in Literacy instruction
- Instructional Coach
- Class size reduction teachers
- Project-based Learning & STEM integration
- Technology supplies including but not limited to (iPads, Tablets, Laptops, interactive Equipment, Interactive Boards, Student-response systems, multi-media resources)
- Migratory and ESOL students assessed to determine language proficiency using Access testing
- Instructional Coach, ESOL teacher and administrators evaluate and determine assessment needs
- Quarterly data review by the Response To Intervention Team (RTI), which is comprised of administration, both counselors, the Instructional Coach, and the special education team leader, classroom teachers



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Assessment results for Mathematics are listed below.

GKIDS Mathematics

<i>Mathematics (GSE)</i>	<i>2015-2016 Mean % (meets/exceeds)</i>
<i>Counting & Cardinality</i>	<i>93.6</i>
<i>Operations and Algebraic Thinking</i>	<i>87.9</i>
<i>Numbers & Operations in Base 10</i>	<i>80.8</i>
<i>Measurement & Data</i>	<i>94.5</i>
<i>Geometry</i>	<i>90.4</i>
<i>Math Total</i>	<i>91.4</i>

MAP Math 2015-2016

	# of Students	Spring Mean RIT	Norm Grade RIT	# of meets	% of Meets
Kindergarten	214	163.1	159.1	145	67%
1 st Grade	235	182	180.8	132	56%
2 nd Grade	262	196.5	192.1	159	61%

Our analysis of GKIDS MATH data indicates that our kindergarten students performed well in the area of **Measurement & Data**, with over 94.5 % of students meeting expectations. GKIDS results indicate that kindergarten students experienced the least success in the area of **Numbers & Operations** with 80.8% of students meeting the expectation. However data from MAP assessment provide additional insight to areas in need of support. On the MAP MATH assessment, Kindergarten demonstrated strength in the areas of **Geometry (78%)**. However, MAP MATH results showed 33% of Kindergarten students performed in the Low or Low Average percentile range in **Measurement & Data**.

On the MAP Math Assessment, the 1st Grade students also demonstrated strength in the area of **Numbers & Operations** with 83% scoring at average or above. However, 46% of 1st grade students scored in the Low or Low Average percentile in the area of **Measurement & Data**.

The 2nd grade students demonstrated strength on the MAP MATH in the area of **Numbers & Operations**. However, 40% of 2nd grade students scored in the Low or Low Average percentile in **Measurement & Data** and 37% in **Number and Operations**.

Upon analysis of the student assessment and achievement data in Mathematics, the school improvement team has identified instructional strategies, interventions, and resources that will support improved learning outcomes for students in Math.

- Professional training, workshops and development in math instruction (onsite and off campus)
- Training in Measurement & Data and Number Sense and Operations



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- Number Talks
- Online Assessment software and instructional software in Math including but not limited to MAP {Measure of Academic Progress} Assessments, STAR Math, Dream Box, IXL, and MobyMax
- Math consultants
- Math manipulatives and hands-on materials
- Small group and whole group training in math instruction
- Early Intervention services for at-risk students
- Other forms of authentic and standardized assessment, where appropriate
- Instructional Coach
- Class size reduction teachers
- Technology supplies including but not limited to (iPads, Tablets, Laptops, interactive Equipment, Interactive Boards, Student-response systems, multi-media resources)

We have based our plan on information about all students in the school and identified groups of students: Advanced Students, Early Intervention, Special Education, ESOL

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

- In Reading, K-2 student comprehension and inference skills need to be improved.
- Greater emphasis on the development/acquisition of Vocabulary is needed (K-2)
- Greater attention must be given to improving Writing instruction and Writing skills (K-2)
- Instruction needed to increase students' understanding, application of Measurement & Data, Numbers & Operations
- In Math, K-2 students perform well basic computation; they have difficulty with word problems, complex number sense

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 GKIDS and MAP assessment math in kindergarten through 2nd grade.
- 80% mastery in science on post assessments in kindergarten through 2nd as measured by SchoolCity.
- 80% mastery in social studies on post assessment in kindergarten through 2nd as measured by SchoolCity.
- Increase the percentage of students with disabilities (SWD) served in the regular



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classroom.

- Increase math and reading/ELA performance for students with disabilities to be on grade level.

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

Title I funds will be used to support the following strategies/initiatives:

- Instructional Coach
- Class-size reduction teachers
- Professional learning in Balanced Literacy and Math Instruction (Onsite & Off campus)
- Training in Small group and Whole group instruction
- Training in High-Yield Instructional Strategies
- Differentiation training
- Literacy and Math Consultants
- Level Readers, Guided Writing, and additional Literacy Instructional supplies, material
- Writing Instructional supplies, and materials
- ½ day planning for teachers to engage for professional development, data analysis and lesson collaboration (common assessments, GA standards, Response to Intervention)
- Positive Behavior Interventions and Supports (PBIS)
- K-2 Number Talks
- Parent Engagement initiatives such as Saturday School and Active Parenting
- Academic Content Nights with parents (Math, Literacy, & STEM)
- School-wide STEM initiatives
- Technology supplies including but not limited to (iPads, Tablets, Laptops, interactive Equipment, Interactive Boards, Student-response systems, multi-media resources)
- Online Assessment software for *Pre and post assessments* and benchmark assessments

Putnam Primary faculty and staff will engage in high quality professional learning opportunities in literacy, math, writing and STEM. Training on Best Instructional Practices, Formative Instructional practices, cultural relevant pedagogy will serve to advance the quality of instruction and support for students. Appropriate Literacy and Math resources, supplies, and technology will help enhance teaching and student learning.



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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. 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 will utilize differentiation strategies, acceleration and remediation where appropriate
 - 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)
 - K-2 Number Talks
 - Progress Monitoring used in Response to Intervention and EIP
 - Extended learning opportunities (Before school, After school, Summer)
 - Use of contracted teachers to provide additional academic and instructional support to students

2(b). Are based upon effective means of raising student achievement.

- B. **SCIENTIFICALLY BASED RESEARCH** supporting our effective methods and instructional practices or strategies:
- 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)



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

- C. Efforts to increase the amount and quality of learning time by:
- Class Size Reduction Teachers
 - 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.
 - Contracted teachers to provide additional support
 - Paraprofessionals working with all grade levels

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).

- Universal screeners (DIBELS, STAR Reading, STAR math, and MAP) 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 and counselors 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.
Putnam County Primary School faculty and instructional staff are highly qualified according to Georgia certification requirements.



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

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

- The school system's teacher induction program provides professional learning and training for new teachers
- The school system advertises all teaching vacancies on the Teach Georgia website
- 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. Professional development for staff to enable all children in the school

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:

- Instructional Coach provides professional learning, instructional support, classroom modeling to teachers and paraprofessionals
- Training provided to staff in high yield instructional strategies, Tyner Small Group Differentiation, Balanced Literacy strategies, Number Talks, Mathematics Best Practices, Intervention 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 SchoolCity 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 with Instructional Coach, consultants, administrators for Data meetings, Best Practice strategies, Learning Focused, TKES and Professional Learning on Georgia Standards of Excellence
- Afterschool professional learning for Data meetings, Best Practice strategies, Learning Focus, TKES, and Georgia Standards of Excellence

B. We have aligned professional development with the State's academic content and student academic achievement standards:



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

- All staff are expected to participate in professional learning activities required by the state regarding Georgia Standards of Excellence
- Teachers are encouraged to participate in various workshops, webinars, and professional learning offered by the state or local RESAS
- Instructional Coach, Administrators 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, Early Learning and Elementary conferences, Georgia Math Conferences, Balanced Literacy, Georgia Music Conference, Art, Technology, RTI conferences, PBIS, MAP training, Small Group Instruction, Number Talks, Special Education, STEM training, Foreign Language, TKES training

C. We have devoted sufficient resources to carry out effectively the professional development activities that address the root causes of academic problems:

- On-site Professional learning was provided through literacy and math 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
- Number Talks representative completing professional learning
- Handwriting without Tears professional learning
- Small Group Differentiation Training

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:

- 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 Instructional Coach, administrators 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
- Administrators, School testing coordinator, and Instructional Coach provide support and training to teachers regarding testing.



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***5. Strategies to increase parental involvement.**

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

- Title I Meetings for parents are held periodically throughout the year to solicit input & suggestions
- 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 Nights (Literacy, Math, STEM)
- Parent input sought through surveys
- Parent Newsletters
- Parent Portal
- Parent/Student Handbook
- GIVE Program for parent volunteers
- WatchDOGS Program for father volunteers
- Collaboration with Parent Teacher Organization on parental engagement
- Saturday School program for parents and students
- One Call Now to all parents & guardians regarding invitation to nightly events and meetings.
- Active Parenting course provided by school counselors

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 an interpretation of those results
- makes the comprehensive schoolwide program plan available to the LEA, parents, and the public (internet, newspaper, newsletters)
- compacts required – included with policy
- Parent Involvement checklist included

***6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.**

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:



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- 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 2016-2017 school year.
- Kindergarten teachers will have a kindergarten round up to invite students in to see the school with tours of the building.

*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.

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 Instructional 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
- Administrators, School testing coordinator, and Instructional Coach provide support and training to teachers regarding testing.

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

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, Class Size Reduction teachers and Instructional 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



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

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

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.

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

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 Instructional Coach and Class Size Reduction teachers. Other funds allocated for technology and professional learning will be used to support our school-wide program.

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.

Putnam County Primary School will continue to review the school improvement plan yearly to align it with other programs available to the school.

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

- 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 sessions daily in the classroom
 - Early Intervention Program provides support to students not meeting the standards
 - Tutoring is provide to students before, during, and after school
 - Best Instructional practices and strategies are implemented in all classrooms and emphasize differentiation techniques and progress monitoring

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

- 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



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- Teachers meet with their students’ parents at least twice a year and four times for students that are at risk.
- Teachers have access to One Call Now to communicate with their parents.
- Teachers send home weekly newsletters regarding events and skills taught.

- 9(b). Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.
- 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 instructional coach to provide support and training to teachers with instructional needs and interventions

- 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.
- Parent conferences are scheduled at least twice a year: four times for students at risk
 - Parent nights sessions provide information regarding grade level and classroom expectations
 - IEP meetings
 - Additional parent engagement activities such as
 - Literacy, Math, STEM Nights for Parents
 - GIVE Volunteer Program
 - WatchDOGS Volunteer Program
 - PTO activities
 - Saturday School
 - Title I meetings

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

11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
- Grade level meetings to review common assessments and local assessment data
 - RTI meetings to identify students at-risk
 - Administrative and Design Team meeting to analyze data



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12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
<ul style="list-style-type: none">• Protocol is followed for local, state, and national assessments• All pre and post tests are reviewed to ensure alignment with pacing of the teaching of state standards• Online assessment data is disaggregated by gender, race, disability, and ESOL status• Achievement gaps or discrepancies are reviewed
13. Provisions for public reporting of disaggregated data.
<ul style="list-style-type: none">• Local newspaper• School system website• Board Meetings• School Governing Authority (SGA) Meeting
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 schoolwide program.
School Improvement Plan was completed during June 2016
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).
Yes.
16. Plan available to the LEA, parents, and the public.
The plan is available on the school website and hard copies are distributed to parents.
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.
Putnam County School System employs an interpreter to translate documents into required languages.
18. Plan is subject to the school improvement provisions of Section 1116.



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