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| **School Year: 2019-2020** | |
| **Date of Revision: June 28, 2019** | |
| **School Name: Putnam County High School** | |
| **School Mailing Address: 300 War Eagle Drive**  **Eatonton, GA 31024** | |
| **LEA Name:**  Putnam County Charter School System | |
| **Principal’s Signature** | **Date:** |
| **Title One Director/Coordinator Signature:** | **Date:** |

# Planning Committee Members:

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| **NAME** | **MEMBER’S SIGNATURE** | **POSITION/ROLE** |
| **Mark Adams** |  | **Counselor** |
| **J.R. Beckwith** |  | **Fine Arts Department Chair** |
| **Vicky Black** |  | **Due Process Facilitator** |
| **Courtney Brown** |  | **Instructional Coach** |
| **Cecile Deen** |  | **Science Department Chair** |
| **Shanqueetay Easley** |  | **Counselor** |
| **Kara El-Kadi** |  | **English Department Chair** |
| **Mary Farmer** |  | **SGA Business Representative** |
| **ShayKele T. Holsey** |  | **Assistant Principal** |
| **Gary James** |  | **Social Studies Department Chair** |
| **Dr. Buford T. Kellogg** |  | **Principal** |
| **Dr. Al Mead** |  | **SGA Parent Representative** |
| **Leanne Moncrief** |  | **Mathematics Department Chair** |
| **Jeff Mullis** |  | **SGA Parent Representative** |
| **Katherine Reid** |  | **CTAE Director** |
| **Paula Roberts** |  | **Data Specialist** |
| **Maureen Warner** |  | **Modern Languages Department Chair** |
| **Rona Welch** |  | **Multi-Tiered Systems of Support Coordinator** |
| **Pamela Young** |  | **Dean of Students** |

**SWP/SIP Components**

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| 1. **Comprehensive Needs Assessment: Sec. 1114(b)(6)**   **Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency (LEA).** |
| We have developed our school-wide plan with the participation of the teacher leadership arm of the school and the School Governing Authority, They analyzed data, drafted, and edited the plan.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 2018  ELA | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | Literacy  (1155, 1285 Lexiles) | 2018 Overall Score | 2018 Target | 2019 Target | 6% Target | | ALL Students | 15.97 | 33.77 | 46.34 | 3.93 | 58.74 | 69.13 | 71.39 | 70.01 |  | | Black | 24.31 | 40.28 | 33.33 | 2.08 | 47.83 | 56.59 | 59.14 | 57.85 |  | | Hispanic | 9.76 | 39.02 | 48.78 | 2.44 | 69.44 | 71.95 | 68.48 | 72.93 |  | | Mulit-Racial | 20 | 33.33 | 46.67 | 0 |  | 63.34 | 80.6 | 63.94 |  | | White | 10.11 | 28.09 | 56.18 | 5.62 | 65.61 | 78.66 | 80.76 | 79.26 |  | | Economically Disadvantaged | 19.76 | 36.29 | 40.73 | 3.23 | 53.02 | 63.73 | 64.15 | 64.84 | 2.22 | | Students with Disabilities | 58.33 | 30 | 11.67 | 0 | 24.07 | 26.67 | 35.33 | 28.67 | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | ELA | Beginning Learner | | | | Developing Learner | | | | Proficient Learner | | | | Distinguished Learner | | | | | 9th | | AmLit | | 9th | | AmLit | | 9th | | AmLit | | 9th | | AmLit | | | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | | ALL Students | 25 | 13 | 30 | 10 | 34 | 27 | 46 | 39 | 38 | 51 | 23 | 31 | 3 | 8 | 1 | 20 | | Black | 36 | 26 | 35 | 17 | 43 | 26 | 50 | 45 | 21 | 47 | 12 | 28 | 0 | 2 | 3 | 10 | | Hispanic |  | 11 |  |  |  | 32 |  |  |  | 47 |  |  |  | 11 |  |  | | Mulit-Racial |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | White | 19 | 6 | 27 | 7 | 23 | 28 | 39 | 33 | 50 | 55 | 33 | 33 | 8 | 11 | 0 | 28 | | Economically Disadvantaged |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Students with Disabilities | 69 | 61 | 67 |  | 25 | 39 | 33 |  | 6 | 0 | 0 |  | 0 | 0 | 0 |  |   *48% of black students, 69% of Hispanic students, 66% of white students, 53% of economically disadvantaged students and 24% of students with disabilities scored at the midpoint Lexile of 1155 in 9th grade Literature and 1285 in American Literature*  ***9th Grade Literature & Composition***  *79% of black students scored at beginning and developing learner in Winter of 2017 and 52% scored at that level in Spring of 2018*  *42% of white students scored at beginning and developing learner in Winter of 2017 and 34% scored at that level in Spring of 2018*  *94% of students with disabilities (SWD) scored at beginning and developing learner in Winter of 2017 and 100% scored at that level in Spring of 2018*  *43% of Hispanic students scored at beginning and developing learner in Spring of 2018.*  ***American Literature***  *85% of black students scored at beginning and developing learner in Winter of 2017 and 62% scored at that level in Spring of 2018*  *66% of white students scored at beginning and developing learner in Winter of 2017 and 40% scored at that level in Spring of 2018*  *100% of students with disabilities (SWD) scored at beginning and developing learner in Winter of 2017*   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Mathematics | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | 2018 Overall Score | 2018 Target | 2019 Target | 6% Target | | ALL Students | 21.18 | 42.75 | 29.41 | 6.67 | 60.8 | 53.02 | 62.25 |  | | Black | 23.46 | 50.62 | 22.22 | 3.7 | 53.08 | 40.63 | 54.92 |  | | Hispanic | 35 | 25 | 40 | 0 | 52.5 | 65.36 | 53.57 |  | | White | 17.73 | 41.13 | 33.33 | 7.8 | 65.6 | 61.04 | 66.8 |  | | Economically Disadvantaged | 24.85 | 47.88 | 22.42 | 4.85 | 53.64 | 49.22 | 55.21 | 3.14 | | Students with Disabilities | 42.31 | 46.15 | 11.54 | 0 | 34.62 | 29.45 | 36.8 | 4.36 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Mathematics | Beginning Learner | | | | Developing Learner | | | | Proficient Learner | | | | Distinguished Learner | | | | | Alg 1 | | Geo | | Alg 1 | | Geo | | Alg 1 | | Geo | | Alg 1 | | Geo | | | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | | ALL Students | 16 | 26 | 17 |  | 49 | 44 | 9 |  | 32 | 25 | 49 |  | 2 | 5 | 26 |  | | Black | 27 | 31 |  |  | 53 | 47 |  |  | 17 | 20 |  |  | 3 | 2 |  |  | | Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | White | 10 | 19 | 13 |  | 48 | 47 | 6 |  | 40 | 27 | 52 |  | 2 | 8 | 29 |  | | Economically Disadvantaged |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Students with Disabilities |  | 54 |  |  |  | 43 |  |  |  | 3 |  |  |  | 0 |  |  |   ***Algebra I***  *80% of black students scored at beginning and developing learner in Winter of 2017 and 78% scored at that level in Spring of 2018*  *58% of white students scored at beginning and developing learner in Winter of 2017 and 66% scored at that level in Spring of 2018*  *97% of students with disabilities (SWD) scored at beginning and developing learner in Spring of 2018*   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Science | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | 2018 Overall Score | 2018 Target | 2019 Target | 6% Target | | ALL Students | 26.23 | 36.32 | 31.39 | 6.05 | 58.63 | 56.9 | 59.96 |  | | Black | 38.32 | 37.13 | 21.56 | 2.99 | 44.62 | 40.87 | 46.45 |  | | Hispanic | 26.67 | 33.33 | 35.56 | 4.44 | 58.89 | 58.57 | 60.17 |  | | White | 16.67 | 35.19 | 40.28 | 7.87 | 69.69 | 72.39 | 70.54 |  | | Economically Disadvantaged | 32.01 | 37.95 | 27.39 | 2.64 | 50.33 | 50.22 | 51.87 | 3.08 | | Students with Disabilities | 59.52 | 26.19 | 13.1 | 1.19 | 27.99 | 28.4 | 30.2 | 4.43 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Science | Beginning Learner | | | | Developing Learner | | | | Proficient Learner | | | | Distinguished Learner | | | | | Bio | | Phy Sci | | Bio | | Phy Sci | | Bio | | Phy Sci | | Bio | | Phy Sci | | | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | | ALL Students | 23 | 29 | 40 | 24 | 37 | 25 | 42 | 35 | 35 | 33 | 18 | 36 | 6 | 13 | 1 | 6 | | Black | 31 | 40 | 57 | 45 | 40 | 30 | 34 | 31 | 26 | 23 | 9 | 24 | 2 | 8 | 0 | 0 | | Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | White | 13 | 23 | 25 | 13 | 36 | 19 | 46 | 36 | 43 | 42 | 27 | 43 | 9 | 17 | 2 | 9 | | Economically Disadvantaged |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Students with Disabilities | 55 | 59 | 77 | 71 | 36 | 27 | 23 | 29 | 9 | 14 | 0 | 0 | 0 | 0 | 0 | 0 |   ***Biology***  *71% of black students scored at beginning and developing learner in Winter of 2017 and 70% scored at that level in Spring of 2018*  *49% of white students scored at beginning and developing learner in Winter of 2017 and 42% scored at that level in Spring of 2018*  *91% of students with disabilities (SWD) scored at beginning and developing learner in Winter of 2017 and 86% scored at that level in Spring of 2018*  ***Physical Science***  *91% of black students scored at beginning and developing learner in Winter of 2017 and 76% scored at that level in Spring of 2018*  *71% of white students scored at beginning and developing learner in Winter of 2017 and 49% scored at that level in Spring of 2018*  *100% of students with disabilities (SWD) scored at beginning and developing learner in Winter of 2017 and 100% scored at that level in Spring of 2018*   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Social Studies | Beginning Learner | Developing Learner | Proficient Learner | Distinguished Learner | 2018 Overall Score | 2018 Target | 2019 Target | 6% Target | | ALL Students | 30.03 | 36.18 | 31.74 | 2.05 | 52.91 | 56.57 | 54.25 |  | | Black | 43.52 | 37.96 | 17.59 | 0.93 | 37.97 | 40.72 | 39.8 |  | | Hispanic | 14.29 | 34.29 | 45.71 | 5.71 | 71.43 | 68.29 | 72.41 |  | | White | 23.02 | 35.25 | 39.57 | 2.16 | 60.44 | 71.68 | 61.32 |  | | Economically Disadvantaged | 32.28 | 39.15 | 25.93 | 2.65 | 49.49 | 50.49 | 51.02 | 3.06 | | Students with Disabilities | 60.71 | 21.43 | 16.07 | 1.79 | 29.48 | 23.94 | 31.83 | 4.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Social Studies | Beginning Learner | | | | Developing Learner | | | | Proficient Learner | | | | Distinguished Learner | | | | | US His | | Econ | | US His | | Econ | | US His | | Econ | | US His | | Econ | | | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | W17 | S18 | | ALL Students | 47 | 47 | 17 | 29 | 38 | 35 | 44 | 43 | 12 | 17 | 36 | 27 | 3 | 1 | 3 | 2 | | Black | 61 | 61 | 21 | 39 | 29 | 32 | 58 | 44 | 11 | 5 | 21 | 17 | 0 | 3 | 0 | 0 | | Hispanic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | White | 41 | 31 | 14 | 34 | 41 | 42 | 38 | 41 | 12 | 27 | 45 | 25 | 6 | 0 | 3 | 0 | | Economically Disadvantaged |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | Students with Disabilities | 75 | 70 |  |  | 19 | 25 |  |  | 6 | 5 |  |  | 0 | 0 |  |  |   ***US History***  *90% of black students scored at beginning and developing learner in Winter of 2017 and 93% scored at that level in Spring of 2018*  *82% of white students scored at beginning and developing learner in Winter of 2017 and 73% scored at that level in Spring of 2018*  *94% of students with disabilities (SWD) scored at beginning and developing learner in Winter of 2017 and 95% scored at that level in Spring of 2018*  ***Economics***  *79% of black students scored at beginning and developing learner in Winter of 2017 and 83% scored at that level in Spring of 2018*  *52% of white students scored at beginning and developing learner in Winter of 2017 and 75% scored at that level in Spring of 2018*   |  |  | | --- | --- | | Attendance <10% |  | | ALL Students | 78.58 | | Black | 79.73 | | Hispanic | 79.49 | | Multi-Racial | 70.37 | | White | 77.98 | | Economically Disadvantaged | 74.71 | | English Learners | 87.5 | | Students with Disabilities | 70.59 |   80% of black and Hispanic students, 70% of multi-racial students, 78% of white students, 75% of economically disadvantaged students, 88% of English learners, and 71% of students with disabilities missed less than 10% of their enrolled school days.   |  |  | | --- | --- | | Accelerated Enrollment |  | | ALL Students | 86.17 | | Black | 56.62 | | White | 94.66 | | Economically Disadvantaged | 77.85 | | Students with Disabilities | 0 |   57% of black students, 95% of white students, 78% of economically disadvantaged students, and 0% of students with disabilities earned a credit via dual enrollment and/or advanced placement.   |  |  | | --- | --- | | Pathway Completion |  | | ALL Students | 87.06 | | Black | 81.69 | | White | 88.61 | | Economically Disadvantaged | 82.46 | | Students with Disabilities | 51.85 |   *82% of black students, 89% of white students, 82% of economically disadvantaged students, and 52% of students with disabilities completed an advanced academic, CTAE, fine arts, and/or world language pathway.*   |  |  | | --- | --- | | College & Career Readiness |  | | ALL Students | 59.46 | | Black | 48.89 | | White | 72.6 | | Economically Disadvantaged | 45.9 | | Students with Disabilities | 25 |   *49% of black students, 73% of white students, 46% of economically disadvantaged students, and 25% of students with disabilities entered a Technical College System of Georgia and/or a University System of Georgia program without needing remediation; achieved a readiness score on the ACT, SAT , two or more AP exams; passed a pathway-aligned end of pathway assessment (EOPA) resulting in a nation or state credential; or completed a work-based learning program.*   |  |  |  |  | | --- | --- | --- | --- | | 4-year Grad Rate | Rate | 2018 Target | 2019 Target | | ALL Students | 92.59 | 90 | 90 | | Black | 93.33 | 90 | 90 | | White | 92.5 | 89.65 | 90 | | Economically Disadvantaged | 93.33 | 89.22 | 90 | |  |  |  |  | |  |  |  |  | | 5-year Grad Rate | Rate | 2018 Target | 2019 Target | | ALL Students | 91.67 | 90 | 90 | | Black | 91.76 | 90 | 90 | | Hispanic | 93.33 | 90 | 90 | | White | 90.67 | 90 | 90 | | Economically Disadvantaged | 88.89 | 90 | 90 | | Students with Disabilities | 70.37 | 81.81 | 70.93 |   *93% of black, white, and economically disadvantaged students are graduating from high school within four years of entering*  *92% of black students, 93% of Hispanic students, 91% of white students, 89% of economically disadvantaged students, and 70% of students with disabilities are graduating within five years of entering high school*   |  |  | | --- | --- | | Discipline Referrals | SY19 Totals | | Total Students | 235 | | Black | 98 – 42% | | Hispanic | 26 – 11% | | Multi-Racial | 8 – 3% | | White | 128 – 54% | | Economically Disadvantaged |  | | English Learners | 7 – 3% | | Students with Disabilities | 44 – 19% |   42% of Blacks, 11% of Hispanics, 3% of multi-racial, 54% of Whites, 3% of ELLs, and 19% of SWDs received discipline referrals during the 2018-2019 school year. |

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| **2. School-wide reform strategies that: Sec.1114 (b)(7)(A)(i-iii)** |
| * **Provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Section 1111(c)(2)] to meet the challenging State academic standards;** * **Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;** * **Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-**  1. **Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;** 2. **Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools;** 3. **Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);** 4. **Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;** 5. **Strategies for assisting preschool children in the transition from early childhood education.** |
| Many strategies are being used school wide to focus on the needs of all students, particularly those furthest from achieving proficiency. The support of an Instructional Coach (strong evidence) assists in the endeavors to support content mastery, progress, closing gaps and readiness.  In all content areas, the following will occur:   * Teachers will participate in weekly collaborative planning with content teams during an Instructional Focus Block * Teachers will participate in professional learning communities to discuss research based instructional strategies and participate in data meetings to identify and discuss individual student needs * Teachers will develop common formative assessments modeling the rigor level of the EOCs * Teachers will utilize Instructional Focus Block for remediation and/or enrichment based on formative assessment and classroom performance data * Teachers will conduct peer observations * Teachers will participate in 2 whole-day planning meetings with department members * Teachers will use a blended learning format to facilitate instruction * Students will practice EOC-style questions using online platforms such as USA TestPrep and School City as formative assessment tools (strong evidence), as well as use these platforms for remediation and enrichment * Teachers will provide afterschool tutorial services * Teachers will attend professional conferences and workshops * Teachers will provide cross-curricular content   ***ELA: From August 2019 to May of 2020, the percentage of students scoring at proficient or higher will increase by at least 10%.***   * Use Read180 (strong evidence) to serve students in 9th grade Lit and American Lit whose lexile scores on the MAP assessment are below 1155 and 1285. * Teachers will develop common writing prompts and assess using common rubrics and editing checklists * Use Edgenuity for reading remediation (moderate evidence)   ***Math: From August 2019 to May of 2020, the percentage of students scoring at proficient or higher will increase by at least 10%.***   * Teachers will incorporate the use of graphing and scientific calculators in instruction * Teachers will implement STEM-based projects in units and activities * Teachers will use ScholasticMath magazine (strong evidence) to increase student achievement and mastery of standards as well as increase reading comprehension. * Teachers will use Kuta Software to reinforce skills required to be successful in mastering GSE Foundations of Algebra standards. * Use Edgenuity for math remediation (moderate evidence)   ***Science: From August 2019 to May of 2020, the percentage of students scoring at proficient or higher will increase by at least 10%.***   * Teachers will implement STEM-based projects in units and activities   ***Social Studies: From August 2019 to May of 2020, the percentage of students scoring at proficient or higher will increase by at least 10%.***   * Teachers will use Upfront magazine and digital media to increase student achievement and mastery of standards as well as increase reading comprehension. * Teachers will use Dave Ramsey’s Personal Finance Curriculum (strong evidence) in Economics to increase student achievement and mastery of standards in relation to personal finance topics   ***Literacy: From August 2019 to May of 2020, the percentage of students scoring 1155 and 1285 or higher lexiles on 9th grade Lit and American Lit will increase by at least 10%.***   * Each department will employ reading and writing strategies, including the common core literacy standards, gained through the support of a literacy specialist from Oconee RESA and ELA department chair * Use electronic tools (NewsELA, CommonLit, Lexile.com, etc.) to modify reading assignments and differentiate by ability level * Teachers will revisit the texts currently being taught to ensure they are providing an appropriate challenge for students * Explicitly teach skills involving document analysis and how to synthesize information * Teachers will consistently engage in department and course-level professional learning communities to discuss student data and student work to learn more about how to improve their instructional practices, and to systematically plan together for improvement. * Teachers will expose students to the concept of Lexile scores and familiarize students with their own Lexile scores, specifically during students’ 9th grade and American Lit coursework * Teachers will collaboratively develop and use common rubrics and engage in common grading of student work. * Teachers will incorporate student choice and more independent reading when determining texts to read in class when planning for instruction * Use the CER model to increase rigor, vertical alignment, and literacy in Science courses * Use Membean (strong evidence) to improve vocabulary of students and in turn improve reading comprehension in all content areas.   ***Attendance: From August 2019 to May of 2020, 90% of all students will miss fewer than 10% of their enrolled school days.***   * Field Day concept to include food trucks, games, etc. * Dress down days * Block party * Final exam exemption opportunity   ***Accelerated Enrollment:***   ***From August 2019 to May of 2020, 80% of black students, 90% of Hispanic students, and 10% of students with disabilities will*** ***earn a credit via dual enrollment and/or advanced placement***   * Accuplacer prep course * Promote Dual Enrollment programs during, pre-planning for teachers, advisement for students, and open house events for parents and other stakeholders   ***Pathway Completion: From August 2019 to May of 2020, 90% of black and white students and 80% of students with disabilities will complete an advanced academic, CTAE, fine arts, and/or world language pathway.***   * Audit student transcripts during data meetings to ensure that students are on track for completing sequenced courses   ***College and Career Readiness: From August 2019 to May of 2020 80% of black and white students and students with disabilities will enter a Technical College System of Georgia and/or a University System of Georgia program without needing remediation; achieve a readiness score on the ACT, SAT, two or more AP exams; pass a pathway-aligned end of pathway assessment (EOPA) resulting in a nation or state credential; or complete a work-based learning program.***   * Implement common core reading strategies across the curriculum * Implement higher-level questioning during instruction and on assessments regularly in all classes * Teachers will consistently engage in department and course-level professional learning communities to discuss student data and student work to learn more about how to improve their instructional practices, and to systematically plan together for improvement * Offer SAT/ACT preparation classes during IF and online * Purchase SAT/ACT preparation materials for student checkout * Use PSAT results and other indicators to make SAT/ACT and AP recommendations * Advertise SAT/ACT prep resources, test dates and promote in school, through social media and advisement * Counsel students as to the nature and value of the SAT/ACT * Use PSAT and AP Potential data to help students make course selections based on their areas of strength * Encourage students to pursue AP classes through advisement and counseling * Administer practice AP exams as a method of test preparation before the AP exam * Attend AP institutes and other professional learning for AP teachers * Offer AP night for parents and students to obtain information about AP offerings * Celebrate success on AP exams through community and in-school recognitions and/or celebrations * Teachers will use review materials, practice tests, modules, tutorials, openers, and focused test prep sessions to prepare students to perform well on EOPA * Encourage students to complete a series of 3 specified courses in a CTAE approved pathway based on the students own self-awareness and investigation of occupations * Use students individual graduation plan on file that integrates academic, college and career ready pathway courses to identify WBL placements as Employability Skill Development (ESD), Cooperative Education (co-op), Internship, or Youth Apprenticeship Program (YAP) * Promote WBL participation through advisement and recruitment * Build partnerships to identify appropriate companies and appropriate jobs for student learners * Celebrate success of WBL/YAP students through social media, in-school recognitions, and a Career & Technical Letter of Intent signing day   ***Personalized Learning***  Students will participate in a personalized learning initiative made possible by 1:1 technology for every student. With this initiative, students will participate in a blended learning model where online instruction is integrated with the teacher's instruction. Using a Learning Management System, teachers will create courses customized for their classes, and students will be able to move through the assignments at their pace. When students need additional help with a topic, the teacher is on hand to meet with small groups for assistance. Teachers will receive immediate feedback from student activities so they can target student needs more effectively.  A long-range plan is in place to train teachers on the personalized learning/1:1 technology initiative. Through partnerships with higher education, teachers will participate in a comprehensive, consistent schedule of professional development in order to familiarize them with the best practices of integrating technology in their classrooms. Authentic, engaging learning activities will be implemented within teacher lesson plans. In addition, teachers will be trained in using the learning management system to build their courses for students. A variety of curriculum tools and other personalized learning topics will be scheduled for ongoing professional development needs.  ***Positive Behavior Intervention Supports***  We employ a school-wide, intentional approach to discipline, allowing our students to learn the expected behaviors before consequences are administered (when applicable). A matrix has been developed with attributes, locations, and expectations.  ***Professional Learning***  PCHS includes all teachers, administrators, paraprofessionals and, when appropriate, pupil services personnel, parents, and other staff in our professional learning that addresses the root causes of our identified needs. Teachers are expected to work in collaboration with the Instructional Coach to focus on pacing, instruction, and assessment. The IF common planning period per week is set aside for teachers to work with content teammates to collaborate.  We have aligned professional development with the State’s academic content and student academic achievement standards. The staff at PCHS participates in ongoing, research-based professional learning, which is determined by the academic and social needs of our students and the instructional needs of our staff.  Teachers participate in ongoing virtual professional learning, in-house training in data analysis, effective instructional delivery techniques, methodologies for increasing student engagement, standards based classrooms, and, when appropriate, classroom management. New staff members receive essential training from the BOE staff, an orientation, and a mentor teacher at the school site.  Two days per semester are set aside for each content teacher, along with the special education support teacher and paraprofessional working with the content team to plan for upcoming units and review data to adjust instruction.  Common planning periods are set aside for professional learning and a master calendar of training for each month is available. Teachers are expected to utilize knowledge gained in training and apply to their own students, classrooms, instruction, planning, and data analysis. Continued training on the following occurs:   * Personalized Learning * Blended Learning * Standards-based instruction * Analyzing data for strengths and weaknesses * Planning relevant instruction * Literacy/Writing strategies * Georgia Standards of Excellence (GSE) |

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| 1. **Schoolwide Plan Development: Sec. 1114(b)(1-5)**  * **Is developed during a 1-year period, unless the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;** * **Is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organization present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;** * **Remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;** * **Is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.** |
| We have involved faculty, staff, and parents in the planning, review, and improvement of the comprehensive school- wide program plan through the involvement of our SGA (School Governing Authority). The SGA also reviewed and endorsed the final plan.  Putnam County has developed a school compact with parents, teachers, and students that include those things of particular importance to the academic improvement of students such as: communicating with the child’s teacher on a regular basis, providing a home environment that encourages the child to learn, supporting the school in developing positive behaviors, staying aware of what the child is learning, and making sure that the child completes homework assignments and prepares for high stakes testing.  Both the schoolwide plan and the compacts are available on our school website and printed copies available at the school. |

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| 1. **ESSA Requirements to include in the Schoolwide Plan:**  * **Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B)** * **Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b) (7), and Sec. 1112e(3)(C) for parents of English learners.** * **If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable-**  1. **Through coordination with institutions of higher education, employers, and other local partners; and** 2. **Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)** |
| The following are examples of scientifically-based research supporting our effective methods and instructional practices or strategies:   1. The use of an Instructional Coach to support teachers in the improvement of their practice, and subsequent gains for students through ongoing professional development and on demand classroom support. (strong evidence) 2. Edgenuity for math and reading remediation (moderate evidence) 3. Access to a Dual Enrollment Program that allows high school students to take college courses and earn college   credits while still attending high school. This program is designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms:   * First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. * Second, students who accumulate college credits early and consistently are more likely to attain a college degree. * Third, our dual enrollment program offers free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college. (strong evidence)  1. After School Tutorial and Saturday School are being offered (mandatory/voluntary) to provide instructional and   enrichment opportunities for students. Research shows that academic tutoring is an effective way to help students improve their academic skills, stay in school, and graduate from high school. (strong evidence)   1. We are beginning to implement personalized learning plans through Teachers as Advisors, a Graduation Coach,   School Counselors, and Work Force Development. This would involve all of these adults working with students individually to set learning goals based on personal, academic and career interests. These learning plans would identify the skills students need to pursue their academic or career interests and the steps required to build those skills, which may be attained through traditional educational pathways or through other innovative ways. (promising evidence)  ***Parent Engagement Strategies for Parents of ELL Students***   * Parent surveys will be administered in both English and Spanish for comments, questions, and suggestions. Questions will be addressed in a timely manner. * There will be a quarterly Parent Resource Night to help families with school programs, course offerings, and use of technology. * Content Focused Parent Nights will be hosted each semester to help parents understand the content that students are engaged in during class time. * Phone Call Communication System will be used regularly to update parents on school events. * Remind text messaging will also be used to communicate with * Counselors will organize meetings for parents concerning financial aid for education with a translator if necessary.   The School Governance Authority (SGA) is a body made up of the school’s administrators, instructional coach, counselors, parents, teachers, and community members charged with the responsibility for providing input, making recommendations and rendering decisions regarding various aspects of the instructional program of the school and the school’s operational schema. The school improvement plan, school wide assessments results, upcoming activities, data dive results, and performance index are some of the topics discussed in the meetings. |

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| **Goal** | **Name of Intervention**  **(Strategy/Practice)** | **Current Research Available**  **that demonstrates a rationale that it might work** | | **Intervention Population** | **Plan of Action** | **How will success be measured?**  ***What is the LEA’s theory of change for this intervention?*** | **What are the outcomes or milestones that will evaluate success?** |
|  |  |  | |  |  |  | **End-of-Semester** |
| To support Social Studies instruction and engage students | Coach books |  | Students enrolled in EOC courses | | Use Coach books to support instruction in EOC subjects | Percent of students mastering at least 80% of content standards | Percent of students mastering at least 80% of content standards |

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| To reinforce skills required to be successful in mastering GSE Foundations of Algebra standards. | Kuta Software |  | Grades 9-12 | Use Kuta Software for practice of skills and formative assessment of standards to direct instruction. | Percent of students mastering at least 80% of the content standards | 100% of students mastering at least 80% of the content standards |