Putnam Edge High School

2014-15 School Improvement Plan

Putnam Edge High School

951 MOSELEY AVE, Palatka, FL 32177

http://www.putnamedge.org/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	68%

Alternative/ESE Center	Charter School	Minority
No	Yes	36%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F			

School Board Approval

This plan was approved by the Putnam County School Board on 10/21/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Putnam EDGE High School is to create a small, technology-infused learning community that supports a professional culture of trust, respect and responsibility, with a focus on 21st century skills such as collaboration, critical thinking, creativity, adaptability, and effective communication to prepare students for college and beyond.

Provide the school's vision statement

The Putnam EDGE High School vision is to equip our students with strong foundations specifically in collaboration, oral communication, written communication, work ethic, and content to launch productive adults prepared to lead our community, state, nation, and beyond.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Putnam EDGE staff and students participate in an engaging Orientation that enables every student to interact with every teacher, even if they do not have every teacher for a class. Remind101 is a text alert system to increase communication and relay information to both students and parents.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Upon entering, each student is welcomed to the Putnam EDGE Family. Details of the culture are shared and reinforced daily. Operating on this principle ensures each student is treasured at Putnam EDGE: "We find that academic outcomes increase exponentially when students are nurtured, loved, and cared for." Natalie Walchuk
All staff have an open door policy and students share concerns before, during, and after school alerting any potential conflicts, situations, or personal concerns.
Students are trusted to retrieve computers morning and afternoon. Attendance is taken within the first five minutes to ensure student location. Staff are visible during class changes.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Clear behavioral expectations begin during Orientation and are carried consistently in all areas of campus life. There is no mistake that the culture at Putnam EDGE is built on Trust, Respect, and Responsibility. Violations not only have consequences, but a S.O.C.S. (Situation, Option, Consequences, Solution). Every student has a planner with the Technology Policy in the front. Consequences for minor issues include LD (Lunch Detention) or after school detention. All discipline is followed up with a counseling session and SOCS protocol. Behavior Tracker is used in Echo to document student misbehaviors to include parent/guardian notification.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Engaging personally with students at Putnam EDGE ensures students communicate with a trusted adult about any issues they encounter. Students are encouraged to communicate with staff through email or face to face about any details as well as text with the director. All parents and students have access to the personal cell phone of the director to ensure prompt communication.

Teachers' welcome the opportunity to guide students through the decision making steps when faced with a dilemma. (Example through content in ELA with "The Pact")

Counseling services are also available with Lisa Dronkers, MTSS Coordinator and certified School Psychologist. Peers are also used in mentoring as well as mediation.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Positive relationships are strengthened by regular communication through our Facebook page, email, website, text-blasts, and personal text messaging. Monthly parent meetings are hosted to support our families not only with details specific to Putnam EDGE, but ensuring that informational sessions are presented for other available programs such as SJR State Youth Ready to Work Program.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our Putnam EDGE High School Facebook page is visited regularly by community members in addition to our families. Our EDGE Yearbook staff makes contacts to show community members and businesses what we do and how we are different prior to asking for support. Teams visit local civic groups with presentations. (Kiwanis, Rotary) Local radio stations host our students for interviews. EDGE will host a fall festival at our new building with both an older and younger audience opportunities. HOSA sponsorships offer the business name on their shirts as partnerships.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Parsons, Lisa	Other
Bidwell, Eric	Teacher, K-12
Dronkers, Lisa	Psychologist

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Putnam EDGE shares decision making with not only staff, but parents and students. Staff meets each Wednesday for professional development, MTSS, ESE initiatives/support.
Lisa Parsons is the director of Putnam EDGE High School. She is the facilitator, the coordinator and the leader of the school. She works with district staff, parents, and students in a school based capacity. She sets the schedules for the staff and the students.
Eric Bidwell is an instructor who is a former administrator. He is certified in Educational Leadership and School Principalship for all levels. He has also been heavily involved in the development and implementation of Teacher Evaluation systems, including the Marzano Model, which is the model used at Putnam EDGE High School.
Lisa Dronkers is a dual enrollment instructor and teacher four of six periods. She is also the MTSS coordinator, School Psychologist, and ESE accommodations assistant. She is a certified School Psychologist.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Putnam EDGE utilizes every staff member in multiple capacities (teaching multiple courses, different levels of the same course). Each staff member individually aligns the curriculum with their students academic capabilities with their data notebook (compilation of history of standardized testing-FCAT, FAIR, Discovery Education). The curriculum is aligned with Florida State Standards (CPALMS and New Tech Network).

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Cathy Siverling	Parent
Cheryl Batteiger	Parent
Susan Brown	Business/Community
Paulette Crawford	Education Support Employee
Jacob Kilgore	Education Support Employee
Cassandra Crawford	Student
Jacob Johnson	Student
Denae Wells	Student
Evan Myers	Student
Melvin Poole	Teacher
Tyler Hildebran	Teacher
Robert Perry	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

N/A

Development of this school improvement plan

N/A

Preparation of the school's annual budget and plan

N/A

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

We are in the process of coordinating the Putnam EDGE School Advisory Council. These are the statutory guidelines used. The advisory council at Putnam EDGE High School shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens
Council members representing teachers, education support employees, students, and parents shall be elected by their respective peer groups at the school in a fair and equitable manner as follows:
1. Teachers shall be elected by teachers.
2. Education support employees shall be elected by education support employees.
3. Students shall be elected by students.
4. Parents shall be elected by parents.
Putnam EDGE will adopt bylaws establishing procedures for:
1. Requiring a quorum to be present before a vote may be taken by the school advisory council. A majority of the membership of the council constitutes a quorum.
2. Requiring at least 3 days' advance notice in writing to all members of the advisory council of any matter that is scheduled to come before the council for a vote.
3. Scheduling meetings when parents, students, teachers, businesspersons, and members of the community can attend.
4. Replacing any member who has two unexcused consecutive absences from a school advisory council meeting that is noticed according to the procedures in the bylaws.
5. Recording minutes of meetings.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Arrants, Melissa	Teacher, K-12
Bidwell, Eric	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Mrs. Arrants created an individualized form for students to view previous FCAT Scores, set personal goals, and develop a plan of action to reach those goals. All students will use this tool to hold themselves personally accountable. ELA classes use book studies to cultivate literacy skills. Team meetings and PLC's will focus on various strategies to support students in the areas of literacy specifically driving across the curriculum.

Each teacher has a data notebook to drive instruction. Within this notebook, the teachers' have the students' history of standardized testing, progress monitoring, and their current progress monitoring.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each Wednesday all teachers meet for Professional Learning Communities that include MTSS, ESE support meetings, and discussions, including "Critical Friends" where teachers evaluate their peers' upcoming lessons and offer critical support, as well as cross-curricular unit planning.

All staff members have daily common planning time which provides further opportunity for collaboration and networking.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Putnam EDGE High School utilizes multiple venues for the recruitment of highly-qualified teachers. Leadership and staff meet to discuss current and future needs for instructional staffing. Representative teams attend career and educator fairs provided by NEFEC, as well as visit nearby college education programs to interview and recruit newly graduated teachers. These colleges include, but are not limited to, Saint Leo College, The University of Florida, Flagler College, Jacksonville University and The University of North Florida. Current openings are advertised via the Putnam Edge webpage, the Putnam County School District webpage, and nationally via Teachers-Teachers.com.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Putnam EDGE High School is in its second year. We are in the process of developing a teacher mentoring program for the two staff members who will be enrolled in the program. Utilizing the instructional and leadership experience of our other staff members, in correlation with the Marzano growth model, new teachers and leadership will identify areas of immediate need, as well as areas for long-term growth planning. Upon identification of areas of need for each teacher, appropriate activities and professional development will be made available through Putnam EDGE or NEFEC. Teachers who have not previously completed educator preparation programs are required to successfully complete a program within three years.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All staff members have accounts with CPALMS, know where to locate their standards, and are focused on ensuring students are provided with tools to demonstrate mastery of these standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers utilize data to drive instruction for each individual student. Each teacher has a data notebook containing their student's assessment history, their progress monitoring data from the current school year, along with ESE information.
Example: If a student is in the 9th grade double ELA/reading block, the teacher is able to look back at the student's FCAT history from every year they have taken the FCAT. They will also be able to access all FAIR data from previous years, along with the current year's progress monitoring tools (Discovery Education). Having the baseline for each student gives a teacher a starting point. When they begin to struggle in class, you can reference their history of difficulties and develop intervention specific to that student's individual needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,600

ELA and Math Enrichment.

Strategy Rationale

To enrich the students' core curriculum.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Parsons, Lisa, lparsons@putnamedge.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Standardized Testing, FAIR, and Discovery Education.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming students and their guardians are provided educational counseling and a review of their educational history. Four-Year plans are developed in conjunction with Putnam EDGE Leadership to ensure a smooth transition into post-secondary programs suited to the student's goals. Putnam EDGE students are also provided ongoing career counseling, as well as preparatory curriculum and practice to ensure successful acceptance into the students' target programs. All tenth grade students at Putnam EDGE take the PSAT. Most will take the CPT (College Placement Test) and all students are offered the opportunity to take the ACT and SAT. A large percentage of our students are enrolled into and complete one or more college level dual enrollment courses. This serves to expose these students to the rigor of college courses. It also builds confidence and introduces the students to the

types of systems utilized by colleges and universities, for registration, submission of student work, and much more. A large percentage of our students are also enrolled in career and technical education programs, preparing them for the workplace and/or future vocational/technical training.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Dual Enrollment in College and Career Readiness through St. Johns River State College. We provide the CPT, the PSAT, and SAT and ACT prep.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Putnam EDGE offers career technical education programs in Digital Media, Information Technology, and Health Science all leading to opportunity for certifications in the respective programs.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Putnam EDGE is in the beginning stages of developing the integration of career and technical education with academic courses.
The First Coast Manufacturer's Association recognizes the benefits of early exposure to the demands of industry and recently gave a generous donation toward this program.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Putnam EDGE High School will offer PSAT to all tenth graders and will expose students to the format, types of questions, and the expectations during class time to ensure a reasonable comfort level in taking the test. Number2.com is also used regularly. We believe there is security and confidence in familiarity.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   90% of students will attend school 90% of the time.

G2.   60% of students will score at the proficient level in math FSA. Students taking ALG EOC will have a passing rate of 60%.

G3.   60% of Putnam Edge students tested on FSA reading will score at the proficient level or above, and students in the lowest quartile for reading proficiency who are making learning gains will increase to 40%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 90% of students will attend school 90% of the time. `1a`

🔍 G050538

Targets Supported `1b`

Indicator	Annual Target
Attendance Below 90% Grade 09	90.0

Resources Available to Support the Goal `2`

- Mrs. Crawford and Mrs. Keith will monitor student attendance, track, and report on all students weekly.

Targeted Barriers to Achieving the Goal `3`

- Many students that have attendance issues have typically exhibited a pattern of truancy prior to entering high school.

Plan to Monitor Progress Toward G1. `8`

Attendance records are kept and reviewed to determine progress toward increasing attendance.

Person Responsible
Lisa Parsons

Schedule
Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion
Attendance records are evidence kept and reviewed to determine progress toward increasing attendance.

G2. 60% of students will score at the proficient level in math FSA. Students taking ALG EOC will have a passing rate of 60%. `1a`

🔍 G050552

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	60.0
Math Gains	60.0

Resources Available to Support the Goal `2`

- Discovery Education will be used for progress monitoring.

- Khan Academy is used for individualized instruction, continual support and immediate feedback.

- After school tutoring is available three days each week.

Targeted Barriers to Achieving the Goal `3`

- Limited transportation impedes regular after school participation.

- Lack of basic skill proficiency hinders progress in this level math.

Plan to Monitor Progress Toward G2. `8`

Discovery Ed and Khan Academy progress monitoring data will be collected and analyzed quarterly.

Person Responsible
Lisa Parsons

Schedule
Quarterly, from 10/8/2014 to 6/3/2015

Evidence of Completion
Printed reports from Discovery Ed and Khan Academy will be collected and maintained throughout the year.

G3. 60% of Putnam Edge students tested on FSA reading will score at the proficient level or above, and students in the lowest quartile for reading proficiency who are making learning gains will increase to 40%. `1a`

🔍 G050548

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	40.0
ELA/Reading Gains	60.0

Resources Available to Support the Goal `2`

- Reading endorsed instructional staff.
- Progress monitoring software.
- Reading curriculum.

Targeted Barriers to Achieving the Goal `3`

- Students who struggled prior to 9th grade have a greater likelihood of failure to reach grade level benchmarks.

Plan to Monitor Progress Toward G3. `8`

Discovery Education Progress Zone will be used to monitor as well as FAIR to identify weaknesses throughout the year ultimately culminating with the state FSA.

Person Responsible
Melissa Arrants

Schedule
Monthly, from 10/7/2014 to 5/8/2015

Evidence of Completion
Data notebooks will be maintained to demonstrate the monitoring of reading programs and the progress made toward selected targets.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

G1. 90% of students will attend school 90% of the time. [1]

🔑 G050538

G1.B3 Many students that have attendance issues have typically exhibited a pattern of truancy prior to entering high school. [2]

🔑 B126676

G1.B3.S1 Staff will evaluate attendance history for each student upon entry and will counsel those students with a high absenteeism rate. [4]

🔑 S138611

Strategy Rationale

Staff will work with truant students to develop strategies for increasing attendance.

Action Step 1 [5]

Truancy reports are maintained / generated weekly and shared with staff and administration.

Person Responsible

Lisa Parsons

Schedule

Weekly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Staff will maintain a truancy notebook.

Action Step 2 `5`

Statutory Truancy reporting at 5, 10, and 15 days are mailed to parents.

Person Responsible

Lisa Parsons

Schedule

Weekly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Copies maintained in Truancy notebook.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Truancy Notebook is reviewed weekly.

Person Responsible

Paulette Crawford

Schedule

Weekly, from 9/3/2014 to 6/5/2015

Evidence of Completion

Truancy notebook contains weekly reports of absentees as well as copies of truancy letters to parents.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Students with high (5,10,15) days absentee rates will be reviewed quarterly and utilize staff to brainstorm ideas specific to individual student needs.

Person Responsible

Lisa Parsons

Schedule

Quarterly, from 10/8/2014 to 6/5/2015

Evidence of Completion

Students will increase attendance rates.

G2. 60% of students will score at the proficient level in math FSA. Students taking ALG EOC will have a passing rate of 60%. 1

🔑 G050552

G2.B1 Limited transportation impedes regular after school participation. 2

🔑 B126647

G2.B1.S1 Students living in similar geographic areas will carpool. 4

🔑 S138672

Strategy Rationale

Coordination of transportation enables students to participate in after school tutoring.

Action Step 1 5

Bus numbers are listed with all students who ride the same bus.

Person Responsible

Alice Keith

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

All students will arrive home safely after tutoring sessions.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

All students needing after school tutoring support will be able to stay.

Person Responsible

Lisa Parsons

Schedule

Semiannually, from 9/3/2014 to 5/29/2015

Evidence of Completion

A log will be maintained to identify what students ride with another student.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

We will monitor the attendance rate at after school tutoring.

Person Responsible

Lisa Parsons

Schedule

Annually, from 9/3/2014 to 5/29/2015

Evidence of Completion

Students Targeted students will participate in after school tutoring which will increase confidence and therefore proficient performance on standardized testing and EOC exams.

G2.B1.S2 Coordination with Ride Solution is an option for transportation home with prior notice. 4

S138673

Strategy Rationale

Increased attendance with after school tutoring will increase proficiency.

Action Step 1 5

Staff at Putnam EDGE will work with parents to ensure contact is made with Ride Solution for transportation home after tutoring.

Person Responsible

Alice Keith

Schedule

Weekly, from 10/8/2014 to 5/29/2015

Evidence of Completion

A log will be kept to ensure contact is made for any students needing transportation for after school tutoring.

G2.B2 Lack of basic skill proficiency hinders progress in this level math. 2

🔍 B126648

G2.B2.S1 Implementation of MTSS. 4

🔍 S138581

Strategy Rationale

Implementation of MTSS will assist staff in identifying each students' level of proficiency.

Action Step 1 5

Staff will be trained/refreshed in the MTSS process.

Person Responsible

Lisa Parsons

Schedule

Quarterly, from 10/8/2014 to 6/5/2015

Evidence of Completion

Action Step 2 5

Staff will attend MTSS meetings.

Person Responsible

Lisa Parsons

Schedule

Weekly, from 9/10/2014 to 6/5/2015

Evidence of Completion

MTSS coordinator will maintain sign in sheets for weekly meetings.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Instructional staff will sign in for MTSS professional development.

Person Responsible

Lisa Parsons

Schedule

Quarterly, from 10/8/2014 to 6/5/2015

Evidence of Completion

Documentation of material covering the process of MTSS.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Instructional staff will maintain a data notebook.

Person Responsible

Lisa Parsons

Schedule

Semiannually, from 10/8/2014 to 6/5/2015

Evidence of Completion

Data notebooks will be reviewed with teacher to ensure current information is maintained on each student that is below proficiency.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Students brought to the MTSS team will continue to improve their scores in Discovery Ed and Khan Academy, as well as in classroom performance.

Person Responsible

Lisa Dronkers

Schedule

Monthly, from 10/8/2014 to 6/5/2015

Evidence of Completion

Discovery Ed, Progress Zone reports, Khan Academy reports, and grade book.

G2.B2.S2 Individualized academic plans. 4

S138582

Strategy Rationale

Develop individualized plans to guide students for students who are not proficient.

Action Step 1 5

Instructional staff will be trained in the development and implementation of individualized academic plans for struggling students.

Person Responsible

Lisa Parsons

Schedule

Quarterly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Administration will review IAP notebooks quarterly to insure information is current and strategies are being utilized in accordance with plans.

Person Responsible

Lisa Parsons

Schedule

Quarterly, from 10/8/2014 to 6/3/2015

Evidence of Completion

Administration will review meeting logs between instructional staff and students, as well as maintenance of plans.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Progress monitoring programs will be utilized to check for improved proficiency.

Person Responsible

Melvin Poole

Schedule

Quarterly, from 10/8/2014 to 6/3/2015

Evidence of Completion

Administration and staff will analyze progress monitoring data quarterly to monitor and/or modify plans.

G3. 60% of Putnam Edge students tested on FSA reading will score at the proficient level or above, and students in the lowest quartile for reading proficiency who are making learning gains will increase to 40%. `1`

🔑 G050548

G3.B1 Students who struggled prior to 9th grade have a greater likelihood of failure to reach grade level benchmarks. `2`

🔑 B126604

G3.B1.S1 Putnam Edge will implement the ELA/Reading block for students not scoring proficient on the previous year's testing. `4`

🔑 S138712

Strategy Rationale

Reading block has proven effective in improving scores for non-proficient students and is required by statute.

Action Step 1 `5`

Putnam EDGE will hire an instructor with reading endorsement and create a schedule conducive to placing students in the reading/ELA block.

Person Responsible

Lisa Parsons

Schedule

On 6/3/2015

Evidence of Completion

FSA results for 2014-15.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Effectiveness of ELA/Reading block instruction will be monitored throughout the year by analyzing data from Discovery Ed, FAIR and classroom curriculum.

Person Responsible

Lisa Parsons

Schedule

Monthly, from 8/4/2014 to 6/3/2015

Evidence of Completion

Classroom observation documents as weil as consistently updated data notebooks will be monitored to check for fidelity in implementation.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Progress monitoring data will be analyzed quarterly and strategy meetings will be conducted monthly to address curriculum/classroom needs.

Person Responsible

Lisa Parsons

Schedule

Monthly, from 8/6/2014 to 6/3/2015

Evidence of Completion

Meeting minutes and attendance (sign-in) sheets will be maintained.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Staff will be trained/refreshed in the MTSS process.	Parsons, Lisa	10/8/2014		6/5/2015 quarterly
G1.B3.S1.A1	Truancy reports are maintained / generated weekly and shared with staff and administration.	Parsons, Lisa	9/3/2014	Staff will maintain a truancy notebook.	6/5/2015 weekly
G2.B2.S2.A1	Instructional staff will be trained in the development and implementation of individualized academic plans for struggling students.	Parsons, Lisa	9/3/2014		6/3/2015 quarterly
G2.B1.S2.A1	Staff at Putnam EDGE will work with parents to ensure contact is made with Ride Solution for transportation home after tutoring.	Keith, Alice	10/8/2014	A log will be kept to ensure contact is made for any students needing transportation for after school tutoring.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Bus numbers are listed with all students who ride the same bus.	Keith, Alice	9/10/2014	All students will arrive home safely after tutoring sessions.	5/29/2015 monthly
G3.B1.S1.A1	Putnam EDGE will hire an instructor with reading endorsement and create a schedule conducive to placing students in the reading/ELA block.	Parsons, Lisa	7/1/2014	FSA results for 2014-15.	6/3/2015 one-time
G2.B2.S1.A2	Staff will attend MTSS meetings.	Parsons, Lisa	9/10/2014	MTSS coordinator will maintain sign in sheets for weekly meetings.	6/5/2015 weekly
G1.B3.S1.A2	Statutory Truancy reporting at 5, 10, and 15 days are mailed to parents.	Parsons, Lisa	9/3/2014	Copies maintained in Truancy notebook.	6/5/2015 weekly
G1.MA1	Attendance records are kept and reviewed to determine progress toward increasing attendance.	Parsons, Lisa	8/19/2014	Attendance records are evidence kept and reviewed to determine progress toward increasing attendance.	6/5/2015 weekly
G1.B3.S1.MA1	Students with high (5,10,15) days absentee rates will be reviewed quarterly and utilize staff to brainstorm ideas specific to individual student needs.	Parsons, Lisa	10/8/2014	Students will increase attendance rates.	6/5/2015 quarterly
G1.B3.S1.MA1	Truancy Notebook is reviewed weekly.	Crawford, Paulette	9/3/2014	Truancy notebook contains weekly reports of absentees as well as copies of truancy letters to parents.	6/5/2015 weekly
G2.MA1	Discovery Ed and Khan Academy progress monitoring data will be collected and analyzed quarterly.	Parsons, Lisa	10/8/2014	Printed reports from Discovery Ed and Khan Academy will be collected and maintained throughout the year.	6/3/2015 quarterly
G2.B2.S1.MA1	Students brought to the MTSS team will continue to improve their scores in Discovery Ed and Khan Academy, as well as in classroom performance.	Dronkers, Lisa	10/8/2014	Discovery Ed, Progress Zone reports, Khan Academy reports, and grade book.	6/5/2015 monthly
G2.B2.S1.MA1	Instructional staff will sign in for MTSS professional development.	Parsons, Lisa	10/8/2014	Documentation of material covering the process of MTSS.	6/5/2015 quarterly
G2.B2.S1.MA2	Instructional staff will maintain a data notebook.	Parsons, Lisa	10/8/2014	Data notebooks will be reviewed with teacher to ensure current information is maintained on each student that is below proficiency.	6/5/2015 semiannually
G2.B1.S1.MA1	We will monitor the attendance rate at after school tutoring.	Parsons, Lisa	9/3/2014	Students Targeted students will participate in after school tutoring which will increase confidence and therefore proficient performance on standardized testing and EOC exams.	5/29/2015 annually
G2.B1.S1.MA1	All students needing after school tutoring support will be able to stay.	Parsons, Lisa	9/3/2014	A log will be maintained to identify what students ride with another student.	5/29/2015 semiannually
G2.B2.S2.MA1	Progress monitoring programs will be utilized to check for improved proficiency.	Poole, Melvin	10/8/2014	Administration and staff will analyze progress monitoring data quarterly to monitor and/or modify plans.	6/3/2015 quarterly
G2.B2.S2.MA1	Administration will review IAP notebooks quarterly to insure information is current and strategies are being utilized in accordance with plans.	Parsons, Lisa	10/8/2014	Administration will review meeting logs between instructional staff and students, as well as maintenance of plans.	6/3/2015 quarterly
G3.MA1	Discovery Education Progress Zone will be used to monitor as well as FAIR to identify weaknesses throughout the year ultimately culminating with the state FSA.	Arrants, Melissa	10/7/2014	Data notebooks will be maintained to demonstrate the monitoring of reading programs and the progress made toward selected targets.	5/8/2015 monthly
G3.B1.S1.MA1	Progress monitoring data will be analyzed quarterly and strategy meetings will be conducted monthly to address curriculum/classroom needs.	Parsons, Lisa	8/6/2014	Meeting minutes and attendance (sign-in) sheets will be maintained.	6/3/2015 monthly
G3.B1.S1.MA1	Effectiveness of ELA/Reading block instruction will be monitored throughout the year by analyzing data from	Parsons, Lisa	8/4/2014	Classroom observation documents as weil as consistently updated data notebooks will be monitored to check for fidelity in implementation.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Discovery Ed, FAIR and classroom curriculum.				

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. 60% of students will score at the proficient level in math FSA. Students taking ALG EOC will have a passing rate of 60%.

G2.B2 Lack of basic skill proficiency hinders progress in this level math.

G2.B2.S1 Implementation of MTSS.

PD Opportunity 1

Staff will be trained/refreshed in the MTSS process.

Facilitator

Lisa Dronkers

Participants

Instructional Staff/Administration

Schedule

Quarterly, from 10/8/2014 to 6/5/2015

G2.B2.S2 Individualized academic plans.

PD Opportunity 1

Instructional staff will be trained in the development and implementation of individualized academic plans for struggling students.

Facilitator

Lisa Dronkers

Participants

Instructional staff and administration.

Schedule

Quarterly, from 9/3/2014 to 6/3/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. 60% of students will score at the proficient level in math FSA. Students taking ALG EOC will have a passing rate of 60%.

G2.B2 Lack of basic skill proficiency hinders progress in this level math.

G2.B2.S1 Implementation of MTSS.

PD Opportunity 1

Staff will attend MTSS meetings.

Facilitator

Lisa Dronkers

Participants

Instructional Staff/Administration

Schedule

Weekly, from 9/10/2014 to 6/5/2015

Budget Rollup

Summary	
Description	**Total**
Goal 2: 60% of students will score at the proficient level in math FSA. Students taking ALG EOC will have a passing rate of 60%.	19,275
Grand Total	**19,275**

Goal 2: 60% of students will score at the proficient level in math FSA. Students taking ALG EOC will have a passing rate of 60%.		
Description	**Source**	**Total**
B2.S1.A2 - Discovery Education Progress Zone is purchased to use as a diagnostic and progress monitoring tool.	SIG 1003(a)	3,550
B2.S1.A2 - MTSS Coordinator salary is supplemented with Title I Part A.	Title I Part A	15,725
Total Goal 2		**19,275**