

Putnam Edge High School

200 S 7TH ST, Palatka, FL 32177

<http://www.putnamedge.org/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	39%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	F	D*	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Putnam County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Putnam Edge High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission:

Our Putnam EDGE students will...
Explore the unfamiliar through critical thinking
Develop individual accountability
Grow together utilizing cooperative learning
Engage with community partners

b. Provide the school's vision statement.

Vision:

Putnam EDGE High school endeavors to launch scholars into Putnam County and beyond as pioneers and architects of the future.

2. School Environment

a. 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 a three-day orientation at the beginning of the year that enables every student to interact with every teacher, even if they do not have that teacher for a class. Putnam EDGE uses a Facebook business page to keep followers abreast of current happenings and needs, as well as celebrating successes. Remind is a text messaging app that is used, when subscribed to by parents and students, as an alert system to increase two-way communication and relay information.

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

Putnam EDGE takes pride in having an open door policy with all staff, from the teachers to administrators and all essential members. Students are allowed and encouraged to share concerns before, during, and after school - alerting staff to potential conflicts, problems, and personal concerns. Attendance is monitored through Skyward and requested to be taken within the first 5 minutes of each class period. This assures that students are arriving at their assigned classes and can be found quickly as needs arise.

Putnam EDGE is based on three principals: Trust, Respect, and Responsibility - these values are shared and demonstrated daily by staff and students when interacting to ensure that students feel welcome and comfortable, as though they are part of a family.

c. 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.

Behaviors and expectations are set forth clearly in the first three days of school through the schoolwide orientation process. Because Putnam EDGE is built on Trust, Respect, and Responsibility - the consequences for violations are set forth as well. The foundation for a consequence is the S.O.C.S. (Situation, Option, Consequence, and Solution) - this allows the students to view the incident at

different angles and coming to an agreeable resolution. Consequences are based on the level of infraction and begin with Lunch detention or serving a day of Monday School with the teacher under which the violation occurred. Parent contact is expected with the heavier infractions, followed by in-school suspensions.

Keeping students engaged in rigorous activities during each class, scaled to their individual abilities, provides minimal time or capability for distractions. Students are encouraged to improve behaviors by reaffirmation of positive interactions and actions. Students are given short-term and long-term goals for continued positive behaviors. Instructional delivery is varied throughout the day with the use of technology applications such as Promethean Smart boards, Kahoot, Classflow, interactive powerpoints, and Poll Everywhere to maintain student attention and interest in learning. Teachers are trained during the summer on new and upcoming technology and classrooms implementation with follow-up sessions throughout the year.

d. 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.

Teachers communicate with students at Putnam EDGE on a personal level to raise the level of trust that students should feel with adults, to resolve issues they may encounter. Students may communicate any concerns or issues either in person through face-to-face contact with a staff member or through media, such as emailing or texting.

Students and parents are able to access teacher's emails from the PutnamEdge.org website or may text or phone the director to ensure issues are dealt with promptly, courteously and in a mutually respectful manner.

Teachers are available on Student Mondays, for additional support. This time is set aside for one-on-one tutoring in academics or for guiding the students in decision-making steps to assist with personal issues.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

We use Response to Intervention (RTI), a multi-tier approach to the early identification and support of students with learning and behavior needs.

Skyward is used in every class every day to track student attendance. There is an attempt to contact parents on the day of the absence, a letter sent to the address on file at 5 days and a meeting required at 10 days of absences.

Any suspensions are dealt with by parent consultation and a plan being created. If the infraction deems necessary a behavior contract is individually tailored to the student with the parents input.

We utilize Canvas as our learning management system. It tracks benchmarks and mastery on Learning Outcomes. All students are offered free tutoring on Student Mondays. Students who fail to meet mastery or who score level 2 or lower on FSA ELA are asked to come in on Student Mondays to work one on one with the teachers.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	2	2	3	3	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	4	5	4	15
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	11	12	13	6	42

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	2	4	2	3	11

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

We use Response to Intervention (RTI), a multi-tier approach to the early identification and support of students with learning and behavior needs. Skyward is used in every class every day to track student attendance. There is an attempt to contact parents on the day of the absence, a letter sent to the address on file at 5 days and a meeting required at 10 days of absences. Any suspensions are dealt with by parent consultation and a plan being created. If the infraction deems necessary a behavior contract is individually tailored to the student with the parents input. We utilize Canvas as our learning management system. It tracks benchmarks and mastery on Learning Outcomes. All students are offered free tutoring on Student Mondays. Students who fail to meet mastery or who score level 2 or lower on FSA ELA are asked to come in on Student Mondays to work one on one with the teachers.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

On enrollment at Putnam EDGE High School, parents are made aware of the school website, school Facebook page, and given the opportunity to subscribe to the Remind app via text. The PutnamEdge.org website clearly states the mission and vision of the school and it is relayed during the orientation phase for the students. The Facebook page and Remind app are used on a weekly basis to advise of current events and upcoming events that need parent and student attention. Putnam EDGE High School uses a web-based and app available grade management system, Canvas, that can be accessed from home and from mobile devices. This allows parents and students

to review each class' assignments and grades, as well as communicate with teachers. Report cards are sent home every 9 weeks, as well as mid-term progress reports for parent review and signature - required for a student to continue using the laptop.

2. 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.

Yearbook and Health Science students make contact with local and small business owners when seeking community support for sponsorship of events and the yearbook. During scheduled outings, students are expected to share the mission of Putnam EDGE High School and explain how school is done differently here.

NHS (National Honor Society) and KEY Club student members are required to obtain a set number of community service hours per year. These are completed through local groups like Kiwanis, Rotary, Hospice, Putnam Community Medical Center, Crestwood Nursing Center, and The Heart of Putnam Food Service.

Putnam EDGE has recently partnered with the Putnam County Sheriff's Office tooter 911 Telecommunications. The students are actively engaged in the Comm Center and encouraged to join the Explorer program where they interact with the community as representatives of both the Sheriff's Office and Putnam EDGE. Students who complete this program and pass the state exam will be eligible for employment as a dispatcher.

All students are encouraged to use Monday to engage with the community through job shadowing, internship and or on the job training.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Smith, Keith	Principal
Crawford, Paulette	Administrative Support
Nunamaker, Howard	Teacher, K-12
Ohlson, Matthew	Other
Poole, Melvin	Teacher, K-12
Reid, Marilyn	Teacher, K-12

b. Duties

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

Keith Smith - Director of Operations: Day-to-day Operations, Student Services, Financial Operations, Administration and Management of Charter School, Testing Coordinator, Guidance, Dean of Students
Paulette Crawford: Administrative Assistant / Technology Advocate
Matthew Ohlson- Coordinate Teacher Development and Evaluation
Howard Nunamaker: Career Technical and Personal Fitness Instructor

Melvin Poole: Math Educator
Sandra McCumbers- Science and History Educator
Sandra Sanders- History Educator
Angela Goins- Health Science Educator
Emily Lau- Support Staff- Paraprofessional

Decision making is based on a collaborative effort by all staff with respect to their areas of expertise and education.

2. 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.

Canvas is used as the management system, in conjunction with Skyward, to build courses, design lesson plans and provide agendas for student use.

All resources through Canvas and textbooks are made readily available to all staff for maximization of student outcomes.

Not for profit company, Donorschoose.org is used for large scale projects, as they are funded by large companies and donations from the community. This allows Putnam EDGE High School to obtain materials and equipment that may not be covered by local and state funding.

Inventory is maintained and monitored by Keith Smith to ensure purchased items remain with Putnam EDGE High School.

As Putnam EDGE High School has been approved for a four-day student week, this leaves every other Monday as reserved for staff development, meetings, and planning. This allows the focus of data collection, dissemination and implementation to be put to use in the appropriate classrooms, as well as time for teacher-to-teacher mentoring that is important for student success and achievement. All personnel are knowledgeable in multi-varied fields of study and are able to support students and other staff to create a cross-curricular and cross-disciplinary approach to content.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robin Fleming	Parent
Klarissa Fleming	Student
Paulette Crawford	Education Support Employee
Cassandra Crawford	Business/Community
Lisa Parsons	Business/Community
Cindy Wells	Business/Community
Howard Nunamaker	Teacher
Melvin Poole	Teacher
Keith Smith	Principal
Linda Lassiter	Parent
Angela Masteller	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Members of the SAC were emailed a copy of last year's SIP plan and will be involved with the creation of this year's plan. The first meeting for this year's plan was 8/29/17.

b. Development of this school improvement plan

Parent, student and community input is requested as the SIP is developed through out the year.

c. Preparation of the school's annual budget and plan

Annual budget and plan is a collaborative effort with staff expressing top priorities for resources and the submission to the board for review and implementation.

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

School Improvement Grant

Budget:

Schoology Software - Plagiarism Application - ALL Core Subjects \$360

Software - No Red Ink, ELA \$1,725

Teacher Training: for NoRedInk.com \$300

Math Nation: GEO Workbooks \$100

Math Nation: ALG 2 Workbooks \$150

ALG Nation: ALG 1 Workbooks \$375

Software - Quizlet linked to Schoology LMS - ALL subjects \$195.94

MacBook Air 11" - 8 \$6,792

Total: \$9,998

Our expected number increased to \$ 13,141

As we are a technology school, Software is needed to assist teachers, however that was denied.

Therefore the funds were spent as follows:

Math Nation:

GEO Workbooks - \$100

ALG 2 Workbooks - \$150

ALG 1 Workbooks - \$375.

MacBooks - \$12,500

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Smith, Keith	Principal
Reid, Marilyn	Teacher, K-12
Ohlson, Matthew	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy team of 3 meets periodically to review, evaluate and adjust curriculum to meets the needs of the individual students. When concerns arise, the team will meet with core teachers to gather input and ideas.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Putnam EDGE adjusted the schedule for students to attend Tuesday - Friday. This leaves every other Monday collaborating with staff...professional development, data analysis, planning etc...

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

Having a unique schedule of students Tuesday - Friday, with teachers meeting every other Monday has proven to be effective with attracting new staff.
Putnam EDGE offers competitive salaries with the district. Applicants are screened prior to being invited to the campus, where they are asked to spend a day floating through out the various teacher room and observe the interactions and electronic management system.
Teachers are encouraged and supported in grant trainings, workshops through NEFEC, and attending CEU quality meetings that will benefit their core curriculum and enhance classroom techniques.

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

Every other Monday is set aside for teacher-teacher mentoring. Mentors are rotated every 9 weeks, so that each seasoned teacher is paired with a new teacher and everyone has interactions that are beneficial and encourage growth.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers are aware of their course number, according to the Florida DOE and are able to refer back to the Cpalms.org for an outline of the standards that are required for individual courses. As teachers develop lesson plans, they are aligned with the standards, those daily standards are displayed with the daily lesson plans and available in the electronic agenda by students and parents. Teachers submit a curriculum map to ensure that they are aware and teaching state standards.

b. Instructional Strategies

1. 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 use digital resources (Khan Academy, NoRedInk, etc) to identify students performing in the lower quartile as well as students performing below full potential. Period assessments are given regularly in formative and summative format to identify students' abilities. The results are reviewed to identify needs for interventions and modifications to lessons and instructions. Fair testing and Statewide Assessment data is also used to determine student needs.

2. 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: Weekend Program

Minutes added to school year: 3,600

Student Monday tutoring and make up, available and expected, 2 days per month...transportation available

Peer tutoring available during lunch and on Student Mondays.

Strategy Rationale

The extra time allows students further support in smaller groups settings from individual teachers as necessary, and at the student's discretion.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Crawford, Paulette, pcrawford@putnamedge.org

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

Attendance records

Canvas reports

Grading reports

Parent and Student Feedback

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

New student orientation, grade analysis, credit analysis, as well as one on one interview.

b. College and Career Readiness

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

ACT, SAT practice
Ready to Work
SJR State Dual Enrollment

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

Health Science Program- EMR and CNA (alternating years)
Business Program- Microsoft Office Master, Bundle and Individual Certifications
911 Telecommunications- Emergency Dispatcher
Personal Trainer1-4- Certified Personal Trainer

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

Teachers work collaboratively using coordinated instructional strategies to create projects and assignments that are cross curricular and integrate academics in career courses.

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** The 2017 Putnam Edge ELA target is to increase 10%. Teachers will disaggregate data, determine targets for classroom instruction, plan for bi-weekly collaboration, and create lesson plans to target individual student needs.

- G2.** The 2017 Putnam Edge ALG EOC target is 51% and teachers will disaggregate Edge data, determine targets for 2017 classroom instruction, plan for bi-weekly collaboration, and create lesson plans to target individual student needs.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The 2017 Putnam Edge ELA target is to increase 10%. Teachers will disaggregate data, determine targets for classroom instruction, plan for bi-weekly collaboration, and create lesson plans to target individual student needs. 1a

G098157

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	41.0

Targeted Barriers to Achieving the Goal 3

- Students are struggling in key ideas, details and integrating knowledge and ideas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA Resources
- CPalms
- School Data
- Student Data
- Quizlet
- google forms
- Canvas

Plan to Monitor Progress Toward G1. 8

Data analysis of Canvas reports & quizlet reports

Person Responsible

Keith Smith

Schedule

Biweekly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Canvas reports & quizlet reports, student test data

Plan to Monitor Progress Toward G1. 8

Data analysis through classroom assessments and PLC's

Person Responsible

Keith Smith

Schedule

Monthly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Increase in scores on reading and writing assessments

G2. The 2017 Putnam Edge ALG EOC target is 51% and teachers will disaggregate Edge data, determine targets for 2017 classroom instruction, plan for bi-weekly collaboration, and create lesson plans to target individual student needs. 1a

G098158

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Level 1	51.0

Targeted Barriers to Achieving the Goal 3

- Quality instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- FSA resources
- CPalms
- Khan Academy
- Alg Nation
- School Data
- Math Nation
- Canvas
- EXAMGEN
- Quilt
- KUTA

Plan to Monitor Progress Toward G2. 8

Progress monitoring data analysis

Person Responsible

Melvin Poole

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

Data reports

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. The 2017 Putnam Edge ELA target is to increase 10%. Teachers will disaggregate data, determine targets for classroom instruction, plan for bi-weekly collaboration, and create lesson plans to target individual student needs. 1

G098157

G1.B1 Students are struggling in key ideas, details and integrating knowledge and ideas. 2

B264032

G1.B1.S1 Teachers will focus on two Categories: Integration of Knowledge & Ideas and Key Ideas & Details. Teachers will have students complete Data talks with teachers and determine student goals. Teachers will use Canvas Discussion board, Socratic Questioning, and other resources to focus practice on Key Ideas and Integration of knowledge. 4

S279663

Strategy Rationale

Putnam Edge needs to determine students strength and weaknesses. Students & teachers need to OWN their own growth data.

Action Step 1 5

ELA Data analysis

Person Responsible

Marilyn Reid

Schedule

Biweekly, from 8/10/2017 to 8/10/2017

Evidence of Completion

2017 school wide data, bi-weekly meeting & notes, sign in, quarterly data reports (grades, test data, quizlet, google forms, peer reviews of class assignments)

Action Step 2 5

Differentiating Reading Instruction

Person Responsible

Marilyn Reid

Schedule

On 9/15/2017

Evidence of Completion

This course enables educators to develop, increase and demonstrate knowledge about using the guidelines for differentiation and strategies that support differentiation to improve instruction for all students, especially students with persistent or significant reading difficulties.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

School leadership (participation & facilitation)

Person Responsible

Keith Smith

Schedule

Biweekly, from 8/3/2017 to 8/3/2017

Evidence of Completion

Quarterly meeting notes, data analysis reports, progress monitoring reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Quarterly student data analysis

Person Responsible

Keith Smith

Schedule

Quarterly, from 8/3/2017 to 8/3/2017

Evidence of Completion

Quarterly reports, Schoology, progress monitoring reports,

G2. The 2017 Putnam Edge ALG EOC target is 51% and teachers will disaggregate Edge data, determine targets for 2017 classroom instruction, plan for bi-weekly collaboration, and create lesson plans to target individual student needs. 1

G098158

G2.B1 Quality instruction 2

B264033

G2.B1.S1 Teachers analyze data to determine individual focus for growth... school wide focus on having students solving and graphing linear equations, evaluating a given equation to determine the slope, x-intercept and y-intercept, writing equations of parallel and perpendicular lines, adding, subtracting and simplifying polynomials, and solving quadratic equations using multiple methods. 4

S279664

Strategy Rationale

Data analysis shows lack of success in the Algebra & Functions and Modeling content area.

Action Step 1 5

Algebra Data Analysis

Person Responsible

Melvin Poole

Schedule

Biweekly, from 8/10/2016 to 8/10/2017

Evidence of Completion

2016 Schoolwide Data, bi-weekly meeting notes & sign in, quarterly data reports (grades, test data, bellwork, EXAMGEN, Quilt, KUTA)

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

School leadership participation & facilitation

Person Responsible

Keith Smith

Schedule

Daily, from 8/10/2016 to 6/2/2017

Evidence of Completion

Quarterly meeting notes and data analysis reports

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

Use of EOC and district formative data

Person Responsible

Keith Smith

Schedule

Monthly, from 8/10/2016 to 6/2/2017

Evidence of Completion

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

Quarterly student data analysis

Person Responsible

Keith Smith












Schedule

Quarterly, from 8/4/2016 to 6/2/2017

Evidence of Completion

Quarterly resource reports, Examgen, Quizlet, KUTA

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1  M407868	Progress monitoring data analysis	Poole, Melvin	9/1/2016	Data reports	6/2/2017 quarterly
G2.B1.S1.MA1  M407865	Quarterly student data analysis	Smith, Keith	8/4/2016	Quarterly resource reports, Examgen, Quizlet, KUTA	6/2/2017 quarterly
G2.B1.S1.MA1  M407866	School leadership participation & facilitation	Smith, Keith	8/10/2016	Quarterly meeting notes and data analysis reports	6/2/2017 daily
G2.B1.S1.MA3  M407867	Use of EOC and district formative data	Smith, Keith	8/10/2016		6/2/2017 monthly
G1.B1.S1.MA1  M407861	Quarterly student data analysis	Smith, Keith	8/3/2017	Quarterly reports, Schoology, progress monitoring reports,	8/3/2017 quarterly
G1.B1.S1.MA1  M407862	School leadership (participation & facilitation)	Smith, Keith	8/3/2017	Quarterly meeting notes, data analysis reports, progress monitoring reports	8/3/2017 biweekly
G1.MA1  M407863	Data analysis of Canvas reports & quizlet reports	Smith, Keith	8/10/2017	Canvas reports & quizlet reports, student test data	8/10/2017 biweekly
G1.MA2  M407864	Data analysis through classroom assessments and PLC's	Smith, Keith	8/10/2017	Increase in scores on reading and writing assessments	8/10/2017 monthly
G1.B1.S1.A1  A376925	ELA Data analysis	Reid, Marilyn	8/10/2017	2017 school wide data, bi-weekly meeting & notes, sign in, quarterly data reports (grades, test data, quizlet, google forms, peer reviews of class assignments)	8/10/2017 biweekly
G2.B1.S1.A1  A376927	Algebra Data Analysis	Poole, Melvin	8/10/2016	2016 Schoolwide Data, bi-weekly meeting notes & sign in, quarterly data reports (grades, test data, bellwork, EXAMGEN, Quilt, KUTA)	8/10/2017 biweekly
G1.B1.S1.A2  A376926	Differentiating Reading Instruction	Reid, Marilyn	9/15/2017	This course enables educators to develop, increase and demonstrate knowledge about using the guidelines for differentiation and strategies that support differentiation to improve instruction for all students, especially students with persistent or significant reading difficulties.	9/15/2017 one-time

V. Professional Development Opportunities

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

G1. The 2017 Putnam Edge ELA target is to increase 10%. Teachers will disaggregate data, determine targets for classroom instruction, plan for bi-weekly collaboration, and create lesson plans to target individual student needs.

G1.B1 Students are struggling in key ideas, details and integrating knowledge and ideas.

G1.B1.S1 Teachers will focus on two Categories: Integration of Knowledge & Ideas and Key Ideas & Details. Teachers will have students complete Data talks with teachers and determine student goals. Teachers will use Canvas Discussion board, Socratic Questioning, and other resources to focus practice on Key Ideas and Integration of knowledge.

PD Opportunity 1

Differentiating Reading Instruction

Facilitator

Jennifer Middelwart

Participants

NEFEC districts

Schedule

On 9/15/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	ELA Data analysis				\$14,385.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1382	120-Classroom Teachers	0071 - Putnam Edge High School	SIG 1003		\$7,585.00
			<i>Notes: Mindplay Software, No Red Ink and various other softwares totaling \$7585.00</i>			
	1340	120-Classroom Teachers	0071 - Putnam Edge High School	UniSIG		\$6,800.00
			<i>Notes: Computers to maintain 1 to 1 devices. 8 devices totaling \$6800.00</i>			
2	G1.B1.S1.A2	Differentiating Reading Instruction				\$240.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	390-Other Purchased Services	0071 - Putnam Edge High School	SIG 1003		\$240.00
			<i>Notes: NEFEC Training \$240</i>			
3	G2.B1.S1.A1	Algebra Data Analysis				\$650.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0071 - Putnam Edge High School	UniSIG		\$650.00
			<i>Notes: Workbooks</i>			
					Total:	\$15,275.00