

Putnam County School District

# Putnam Virtual Franchise



2020-21 Schoolwide Improvement Plan

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## Putnam Virtual Franchise

200 REID ST, Palatka, FL 32177

[ no web address on file ]

### Demographics

**Principal: Mary Wood**

Start Date for this Principal: 7/30/2010

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	41%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (48%) 2017-18: F (26%) 2016-17: C (49%) 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Putnam County School Board on 11/3/2020.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Putnam Virtual Franchise

200 REID ST, Palatka, FL 32177

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2019-20 Title I School</b>	<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School KG-12	No	43%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

### School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	C	C	F	C

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<https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission is to ensure all students are provided with an academically rich and rigorous education through online learning opportunities that meet the needs of today's diverse learners.

**Provide the school's vision statement.**

The vision of Putnam Virtual School is to be leaders in innovative teaching through online and blended learning programs that use best practices that promote academic excellence and lifelong learning in a student centered environment.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Hough, Renee	Principal	Renee Hough serves as the school administrator for Putnam Virtual Franchise. Her duties include: reviewing the contract with NEFEC to provide a virtual instruction program; planning, overseeing, and approving all budgets, expenditures, and invoices for services from NEFEC; supervising the PVF facilitator/guidance counselor and registrar, reviewing applicants for enrollment, meets with the PVF guidance counselor regularly for a progress monitoring report, and makes decisions about open enrollment periods for the school.
Burney, Amanda	School Counselor	Amanda Burney serves as the Guidance Counselor/Facilitator for the Putnam Virtual Franchise. Her duties include: planning and conducting enrollment meetings with students and parents, development of an enrollment process, a handbook, and a school calendar specialized to the virtual program, counsels students and parents on promotion requirements, graduation requirements, course selection, etc., verifies enrollment in courses for all PVF students, maintains a record of progress for each PVF student and makes regular progress check contact with students and parents, makes sure students and parents are aware of educational opportunities in our district like PSAT, College and Career Night, etc., conducts Mandatory Orientation meetings for enrolled students, plans and conducts Parent Nights once a semester for virtual students and parents, serves as school testing coordinator, organizes school testing calendar, makes sure students and parents know testing dates and locations, trains staff for testing, maintains necessary testing database requirements for state testing, conducts state testing, acts as liaison between students and the NEFEC partner MDVS, maintains physical/cumulative records for students, conducts dual enrollment testing for students that have qualifying GPAs.
Owens, Stacy	Registrar	Stacey Owens serves as the Registrar for Putnam Virtual Franchise. Her duties include: enrolling all students into the Skyward database, making sure all students have appropriate enrollment records, enters all transcripts from previous schools into the Skyward database, regularly review the enrollment report submitted by MDVS, create all student schedules based on their enrollment and make sure they are reported correctly, enter all teacher demographics and create a staff profile in Skyward for each instructor, post all completed course grades, ensures EOC scores have been posted and calculated correctly, produces all transcripts, submits all transcripts of students to Bright Futures and Talented 20, maintains attendance records for all students, creates report cards for students, and submits records requests to previous schools and completes records requests for transferring students.

## Demographic Information

### Principal start date

Friday 7/30/2010, Mary Wood

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

0

### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
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<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (48%) 2017-18: F (26%) 2016-17: C (49%) 2015-16: No Grade
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<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## Part II: Needs Assessment/Analysis



**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	50%	68%	61%	64%	73%	57%
ELA Learning Gains	42%	52%	59%	70%	64%	57%
ELA Lowest 25th Percentile	0%	63%	54%	0%	48%	51%
Math Achievement	42%	57%	62%	36%	47%	58%
Math Learning Gains	0%	50%	59%	27%	33%	56%
Math Lowest 25th Percentile	0%	40%	52%	0%	36%	50%
Science Achievement	0%	83%	56%	0%	89%	53%
Social Studies Achievement	0%	93%	78%	0%	98%	75%

EWS Indicators as Input Earlier in the Survey															
Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	42%	-42%	54%	-54%
	2018	0%	42%	-42%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	38%	-38%	52%	-52%
	2018	0%	38%	-38%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	41%	-41%	56%	-56%
	2018	0%	47%	-47%	58%	-58%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	41%	-41%	55%	-55%
	2018	0%	38%	-38%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	41%	-41%	53%	-53%
	2018	0%	38%	-38%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019	0%	45%	-45%	55%	-55%
	2018	0%	47%	-47%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	0%	33%	-33%	54%	-54%
	2018	0%	25%	-25%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	16%	-16%	46%	-46%
	2018	0%	16%	-16%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	0%	14%	-14%	48%	-48%
	2018	0%	20%	-20%	50%	-50%
Same Grade Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	54%	-54%	67%	-67%
2018	0%	58%	-58%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	60%	-60%	71%	-71%
2018	0%	60%	-60%	71%	-71%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	51%	-51%	70%	-70%
2018	0%	53%	-53%	68%	-68%
Compare		0%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	49%	-49%	61%	-61%
2018	0%	43%	-43%	62%	-62%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	43%	-43%	57%	-57%
2018	0%	50%	-50%	56%	-56%
Compare		0%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	58	50		45							

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	36	50									
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	70			42							

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	192
Total Components for the Federal Index	4
Percent Tested	97%

### Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Two data components show the lowest performance, Learning Gains in ELA and Learning Gains in Mathematics. ELA Learning gains were 42% and showed no growth or improvement from the previous year. Math Learning Gains were 0%, a drop from the 10% that showed gains in the previous year. Learning gains in the lowest 25% were 0% for both ELA and Mathematics. Graduation rate is also a significant component of concern at 30% in 18-19, falling from 58% in 17-18.

Despite some of the positives associated with online learning such as working at one's own pace, online learning is not the most effective learning platform for all students. Students who have struggle in a particular subject area or who are lacking in specific skills in a certain subject area may find the online learning platform more challenging than traditional school platforms. Also, due to the nature of the online learning platform, typically as a tool for acceleration, often additional supports are needed for students struggling in a particular subject area. Online learning lends itself to a self-motivated, self-directed learner and often students who need additional supports are unable to make adequate progress based on the format or are unable to garner the skills needed in their particular area of weakness. The trends in graduation rate could be attributed to multiple factors. Past graduation classes for the school have been very small and thus strongly impacted by a change in a small number of participants.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Learning gains in the area of Mathematics showed the greatest decline, falling to 0% in 2019 from 10% in 2018. Graduation rate also showed a great decline from 2018 to 2019.

Despite all Level 1 students and most Level 2 students being enrolled in an Intensive Math course through Odysseyware, we did not see any gains in this group. One issue we encountered were students not working in the course regularly and therefore never finishing the course. Intensive Mathematics is currently not offered through My District Virtual School or Florida Virtual School. We also hired and offered math tutoring to students for a short time, but only had a couple of students that took advantage of these opportunities.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math Learning Gains had the greatest gap when compared to the state average. The state average in this category was 48% while Putnam Virtual School's average was 0%. The data component with the greatest gap when compared to the state average is graduation rate.

Factors that contributed to this gap include- issues with students completing their remedial coursework for mathematics.

**Which data component showed the most improvement? What new actions did your school take in this area?**

ELA Achievement was the component with the most improvement. 2019 ELA Achievement grew to 50% from 29%.

All ELA Level 1 students were enrolled in Intensive Reading through My District Virtual School or M/J

Intensive Language Arts through Odysseyware. All students enrolled in Intensive Reading completed the course.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

EWS Data is not applicable for attendance and discipline, and academic data has already been addressed.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Graduation Rate
2. Mathematics Learning Gains
3. ELA Learning Gains
4. Mathematics Achievement

## Part III: Planning for Improvement

### Areas of Focus:

## #1. Instructional Practice specifically relating to Graduation

**Area of Focus Description and Rationale:** Putnam Virtual Franchise's graduation rate is 30% . Mathematics learning gains is 0%, ELA learning Gains is 42%. These components fall well below the state average.

**Measurable Outcome:** The graduation rate will increase to above 67%. Student learning gains in ELA and Mathematics will increase to the State Average. Based on the projected 2020 graduation rate, Putnam Virtual Franchise will have a rate close to 80% and will no longer fall below the 67% threshold.

**Person responsible for monitoring outcome:** Renee Hough (rrough@my.putnamschools.org)

**Evidence-based Strategy:** Providing additional supports and monitoring of students to meet graduation requirements and remediation in ELA and Mathematics will increase student FSA performance and the graduation rate.

**Rationale for Evidence-based Strategy:** The graduation rate is 30% and student learning gains in ELA and Mathematics are well below the state average. Based on the projected 2020 graduation rate, Putnam Virtual Franchise will have a rate close to 80% and will no longer fall below the 67% threshold. Since strategies are working based on this evidence, they will be continued and even enhanced as appropriate.

Providing additional supports to students and monitoring their progress is a necessary strategy due to the limitations of the online platform.

### Action Steps to Implement

1. Providing students practice materials for ACT/SAT and EOC
2. Purchasing software licenses for Achieve3000 and ALEKS for students in need of skill remediation
4. Providing tutoring for students
5. Providing a guidance counselor
6. Mandating student/parent nights each semester
7. Mandating orientation prior to school starting
8. Individualizing student meetings to review data and course progression

**Person Responsible** Amanda Burney (a2burney@my.putnamschools.org)

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Outside of previous assessment data, EWS data is not applicable for Putnam Virtual Franchise. Adding additional support and monitoring for students in need of academic intervention is a priority for the school.**

## Part IV: Positive Culture & Environment



A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

School culture is challenging when your school is virtual. One of the most important actions we have put into place is a school counselor that monitors student progress. One of the counselor's main goals is to build relationships with parents and students, keep lines of communication open between all stakeholders--parents, teachers, students, and the counselor; and provide opportunities to the virtual students similar to those of students at brick and mortar schools. The school counselor meets with each individual family to discuss academic matters and create a plan of action to address needs for the coming school year. The school counselor also has mandatory orientation meetings for returning and new students so that school expectations and procedures are clear and understood. The school counselor schedules and plans targeted parent/student nights that address needs not met in the academic curriculum, for example, college and career planning. Since regular communication is a given, addressing student needs and issues is a constant work in progress for the school. Each year school administration, based on parent and stakeholder input, formulate a plan of action to meet the needs of each student--academically, emotionally, physically.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: Graduation				\$9,029.56
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	7004 - Putnam Virtual Franchise	UniSIG		\$2,981.06
			<i>Notes: Expenditures for instructional supplies at Putnam Virtual Franchise including ACT, SAT and EOC practice materials to support increasing the graduation rate.</i>			
	5100	390-Other Purchased Services	7004 - Putnam Virtual Franchise	UniSIG		\$3,750.00
			<i>Notes: Expenditures for other purchased services including charter buses to provide students who attend Putnam Virtual Franchise and their parents with opportunities to attend college and career focused field trips.</i>			
	5100	369-Technology-Related Rentals	7004 - Putnam Virtual Franchise	UniSIG		\$1,562.50
			<i>Notes: Expenditures for student licenses of ALEKS for use with students in need of mathematics intervention and student licenses of Achieve 3000 to use with students in need of reading intervention at Putnam Virtual Franchise to support increasing the graduation rate.</i>			

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			<i>Each ALEKS license is \$22.50 per student and the cost per student license of Achieve 3000 is \$42.00. The number of licenses of each program will be based on student academic needs not to exceed the total budgeted amount.</i>			
	5100	120-Classroom Teachers	7004 - Putnam Virtual Franchise	UniSIG		\$625.00
			<i>Notes: Compensation for one teacher at Putnam Virtual Franchise to provide academic tutoring outside of the regular school day. The teacher will provide 25 hours of tutoring at \$25.00 per hour for a total of \$625.00.</i>			
	5100	210-Retirement	7004 - Putnam Virtual Franchise	UniSIG		\$63.00
			<i>Notes: Retirement for one teacher at Putnam Virtual Franchise to provide academic tutoring outside of the regular school day. Retirement rate is 10.00%.</i>			
	5100	220-Social Security	7004 - Putnam Virtual Franchise	UniSIG		\$48.00
			<i>Notes: Social Security/Medicare for one teacher at Putnam Virtual Franchise to provide academic tutoring outside of the regular school day. Benefit rate is 7.65%.</i>			
					<b>Total:</b>	<b>\$9,500.00</b>