Putnam County School District

Putnam Academy Of Arts And Sciences

2020-21 Schoolwide Improvement Plan

Table of Contents

Putnam Academy Of Arts And Sciences

310 SOUTH PALM AVE, Palatka, FL 32177

www.putnamacademy.org

Demographics

Principal: Curtis Ellis D

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (50%) 2016-17: D (37%) 2015-16: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	29%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

School Board Approval

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SIP Authority

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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. 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.

Putnam Academy of Arts and Sciences, in partnership with parents and community, provides challenging, well-rounded educational opportunities in a safe and supportive environment. Our school fosters creative minds, critical thinkers, and ethical character. We are dedicated to the individual development of the attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society.

Provide the school's vision statement.

Motivated students will be given the opportunity to grow and develop into 21st Century learners.

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
Ellis, Curtis	Principal	The Principal works closely with the School's Governing Board to operate and manage every aspect of an educational program and environment that provides the best educational opportunities for students within the guidelines established by the Charter and Florida State law and furthers the mission of the School. The Principal has general responsibility for the management of all aspects of the educational program and day-to-day operations. The official job responsibilities of the Principal, as adopted by the Governing Board, are listed below. The Governing Board maintains the right to modify these duties as it sees fit to fulfill its mission as set forth in their charter contracts and application. The Principal shall devote full time, skill, labor, and attention to these duties. PERFORMANCE RESPONSIBILITIES • Serve as a role model for students and faculty, demonstrating the importance of learning, and displaying the highest ethical and professional behavior; continue to grow professionally through professional growth experiences • Ensure compliance with all applicable state and federal laws • Supervise all aspects of the school's educational program • Ensure that personnel and student record keeping procedures are safely stored and that their integrity is protected; ensure that all personnel have signed a confidentiality agreement • Assume responsibility for development, implementation and evaluation of curriculum designed to better meet needs of students • Take action to increase student achievement scores on standardized tests, following the goals set annually by the Governing Board • Assume responsibility in the development, revision, implementation and evaluation of the School Improvement Plan • Maintain high standards of student conduct and enforce discipline, according to due process rights to students • Assume responsibility for the implementation and observance of all Governing Board policies by the school's staff and students • Use technology to facilitate instruction, and to collect and utilize data to analyze student growth and achievement • Take action to build effective teams within the school • Effectively communicate with staff, students, parents and community groups; communicate regularly with the Governing Board regarding student growth, academic achievement, discipline or personnel issues, or other pertinent matters • Establish and maintain a positive collaborative relationship with students' families to increase student achievement • Work with stakeholders to share the school's continuous improvement efforts • Assume responsibility for the safety and administration of the school facilities • Act as a liaison between the school and community and encourage community participation in school life • Assume responsibility for hiring, training, supervising and evaluating school personnel • Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary • Conduct regular meetings of the staff for proper functioning of the school • Create an annual Professional Development Plan for faculty; establish and maintain individual professional development plans linked to student

Name	Title	Job Duties and Responsibilities
		performance and clearly-defined training activities that result in better student performance • Assume responsibility for the preparation and management of the school budget • Establish the yearly master schedule • Know and observe all disaster preparedness procedures, including those for fire, bomb threats, severe weather, emergency closings, accidents, bus accidents,, and any other unusual circumstances • Delegate authority and responsibility to appropriate personnel to insure that school activities and programs are effectively supervised and implemented • Use a systematic process to receive and provide feedback about the progress of work being done, including the production of all school publications • Search for grant opportunities and encourage faculty to do the same • Perform other duties as assigned by the Governing Board
Merwin, Sharon	Instructional Coach	PERFORMANCE RESPONSIBILITIES: (1) Provide instructional assistance and feedback to school personnel. (2) Develop and implement the school's instructional program and provide its articulation among school personnel as assigned by the Principal. (3) Develop, in conjunction with the Principal, the master teaching schedule and assign teachers according to identified needs. (4) Utilize current educational trends in the planning and preparation of the school instructional program. (5) Interpret and enforce Governing Board policy, state statutes and federal regulations. (6) Assist with implementation of the accreditation program. (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. (8) Manage and administer the testing program for the school. (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service and other developmental activities. (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. (11) Assist the Principal in the school improvement process. (12) Develop and maintain positive school/community relations and act as a liaison between school and community. (13) Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. (14) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. (15) Coordinate data processing activities as assigned. (16) Assume responsibility of the school when the Principal is absent from the building. (17) Coordinate ESE program.
Bevans, Sandi	School Counselor	PERFORMANCE RESPONSIBILITIES 1. Teach, team teach with, or assist teachers in teaching guidance curriculum

Name	Title	Job Duties and Responsibilities
		learning activities. 2. Meet with small groups of students outside the classroom to respond to identified interests or needs. 3. Conduct or coordinate parenting seminars to provide information and/or support as needed or requested. 4. Assist students in developing immediate and long-range plans by analyzing and evaluating students' abilities, interests, skills and achievement. 5. Work with students in planning personal, educational, and career goals. 6. Assist students in making the transition from school to school through orientation activities. 7. Coordinate the MTSS process. 8. Provide individual counseling for students in the areas of personal/social, educational/academic, and career education. 9. Provide small group counseling based on student surveys of interest and need. 10. Provide consultation and feedback to parents, staff members, and community agencies regarding strategies to help students. 11. Make referrals to outside sources when extended counseling or support is necessary. 12. Counsel and support students and their families facing emergency situations and make appropriate outside referrals. 13. Plan and evaluate the counseling program. 14. Promote a positive working relationship with students, staff, and members of the community. 15. Consult with teachers and other staff members regularly to provide information, to support staff, and to receive feedback on student needs. 16. Pursue continuous professional growth by keeping current with educational developments and literature in the field of school guidance. 17. Develop and maintain a library of pertinent information available to students, parents, and staff.
Payne, Jim	Instructional Technology	PERFORMANCE RESPONSIBILITIES 1. Collaborates with teachers in composing effective technology-infused, content-based lessons, and supports the teachers as they implement the lessons in their classrooms. 2. Promotes model instructional practices and the role of technology in them. 3. Articulates appropriate instructional technology practices as described in technology standards for students, and teachers.

Name	Title	Job Duties and Responsibilities
		4. Provides assistance and training to building instructional staff in the integration of technology to support student achievement. This includes planning and implementing job-embedded professional development and workshops for individuals, small groups, and large groups. Collaborates in the evaluation, selection and implementation of instructional technology materials and software. 5. Assists with technology training. 6. Works with curriculum staff to develop and implement technology enhanced curriculum integration projects. 7. Provides leadership in developing and implementing technology plans and serves on the building technology committee (s). 8. Collaborates with principal and staff to ensure infrastructure and tools are available to carry out school and technology initiatives. 9. Conducts research about advancements in technology tools and resources to inform decision making. 10. Gathers and disseminates information (e.g., grants, policies, professional development opportunities) relevant to instructional technology. 11. Coordinates technology related grant projects, community outreach projects and fundraisers. 12. Participates in ongoing professional development related to job responsibilities and maintaining expertise in the field. 13. Participates in workshops and required meetings. 14. Conducts staff development and supports community awareness initiatives

Demographic Information

Principal start date
Wednesday 7/1/2015, Curtis Ellis D

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.*
2

Total number of teacher positions allocated to the school
11

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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School Grades History	2018-19: C (52%) 2017-18: C (50%) 2016-17: D (37%) 2015-16: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	67	69	62	0	0	0	0	198
Attendance below 90 percent	0	0	0	0	0	0	2	2	9	0	0	0	0	13
One or more suspensions	0	0	0	0	0	0	3	2	2	0	0	0	0	7
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	12	10	24	0	0	0	0	46
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	8	12	11	0	0	0	0	31

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/9/2020

Prior Year - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year - Updated

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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	51%	39%	54%	30%	29%	52%
ELA Learning Gains	45%	48%	54%	43%	44%	54%
ELA Lowest 25th Percentile	36%	45%	47%	36%	36%	44%
Math Achievement	61%	43%	58%	30%	32%	56%
Math Learning Gains	51%	45%	57%	32%	34%	57%
Math Lowest 25th Percentile	49%	42%	51%	38%	31%	50%
Science Achievement	24%	25%	51%	23%	26%	50%
Social Studies Achievement	75%	60%	72%	54%	54%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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
06	2019	66%	42%	24%	54%	12%
	2018	58%	42%	16%	52%	6%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	46%	38%	8%	52%	-6%
	2018	40%	38%	2%	51%	-11%
Same Grade Comparison		6%				
Cohort Comparison		-12%				
08	2019	34%	41%	-7%	56%	-22%
	2018	38%	47%	-9%	58%	-20%
Same Grade Comparison		-4%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	73%	45%	28%	55%	18%
	2018	69%	47%	22%	52%	17%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	66%	33%	33%	54%	12%
	2018	34%	25%	9%	54%	-20%
Same Grade Comparison		32%				
Cohort Comparison		-3%				
08	2019	21%	16%	5%	46%	-25%
	2018	16%	16%	0%	45%	-29%
Same Grade Comparison		5%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	8%	14%	-6%	48%	-40%
	2018	5%	20%	-15%	50%	-45%
Same Grade Comparison		3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	54%	11%	67%	-2%
2018	67%	58%	9%	65%	2%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	60%	14%	71%	3%
2018	66%	60%	6%	71%	-5%
Compare		8%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	49%	22%	61%	10%
2018	75%	43%	32%	62%	13%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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
SWD	27	33		33	33						
BLK	47	45	36	52	44	50	17	56			
HSP	40	43		53	64						
WHT	54	45	41	69	51	48	29	84			
FRL	48	48	40	54	49	50	19	69			

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
SWD	13	38	42	19	38	30					
BLK	38	44	30	41	47	50	17	60			

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
HSP	55	27		64	55						
WHT	48	55	50	51	50	42	36	64	83		
FRL	34	48	41	37	46	44	16	59			
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
SWD	13	19		12	24						
BLK	19	33	30	18	22	32	4	50			
WHT	30	43	36	36	33	42	35	54	50		
FRL	23	40	41	24	30	39	18	57	55		

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)	TS&I
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	468
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
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
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
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
Pacific Islander Students	
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
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.

Science Achievement was the component with the lowest performance, which has been the trend for several years. Although Biology maintains a higher passage rate from year to year, general 8th grade science typically is only passed by a handful of students. Students struggle with all four sections (Earth and Space Science, Physical Science, Life Science, and Nature of Science) of the Science FSA, but Nature of Science sees the lowest performance.

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

Our greatest decline was in the ELA component. Several factors contributed to this decline. One ELA teacher, who was battling cancer, was absent often; one ELA teacher was a beginning teacher; and one ELA teacher was transitioning into another field to which she gave most of her attention.

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.

The greatest gap, when compared to the state average, was Science. In our school and across the District, this component has consistently been much lower than the state. A main reason for the gap is the fact that the three middle school sciences (Earth and Space, Physical, and Life) have been taught in isolation throughout middle school, but all three were tested in 8th grade. Another factor contributing to the gap is the fact that students were given little lab time to explore and practice nature of science skills.

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

Mathematics showed the most improvement across the spectrum. Factors contributing to this improvement include: a) skilled and dedicated math teachers, b) new math curriculum, and c) holding students/parents accountable.

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

The only subgroup that scored below the target was Students with Disabilities. This subgroup is our main area of concern.

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

1. Science Proficiency
2. ELA Proficiency
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Improvement in Science Proficiency by adopting a new curriculum. Students will master Florida science standards and be better prepared for the FSA and EOC. Historically, Science Achievement scores have been the lowest scores among subtests and subgroups.
Measurable Outcome:	To increase the FSA Science Achievement passage rate to 50%.
Person responsible for monitoring outcome:	Sharon Merwin (smerwin@my.putnamschools.org)
Evidence-based Strategy:	Science teachers will use a new curriculum, STEMscopes, which is aligned to Florida standards. Additionally, 8th grade general science students will use Smart Science labs for development of Nature of Science skills and understanding.
Rationale for Evidence-based Strategy:	STEMscopes will allow students to receive instruction aligned to Florida standards and the FSA Science and Biology EOC. Smart Science will afford general science students the opportunity to practice Nature of Science skills, which have historically been weak.

Action Steps to Implement

1) Adopt and purchase STEMscopes science curriculum.
2) Adopt and purchase Smart Science labs.
3) Assign paraprofessionals to each general science class.
4) Create benchmark assessments to track progress and mastery of science standards.
5) Provide science instruction professional development for science teachers.

Person Responsible	Curtis Ellis (c2ellis@my.putnamschools.org)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Improvement in ELA Proficiency by implementing new practices. Students will master Florida ELA standards and be better prepared for the FSA. ELA scores (gains and bottom quartile) have not increased at the rate of other subtests.
Measurable Outcome:	To improve ELA Gains to 50% and ELA Lowest 25th Percentile to 45%.
Person responsible for monitoring outcome:	Sharon Merwin (smerwin@my.putnamschools.org)
Evidence-based Strategy:	ELA students will be required to write and revise an essay, which will be graded using the FSA rubric, once per grading period.
Rationale for Evidence-based Strategy:	Writing and revising an essay using the FSA rubric will afford students the opportunity to practice writing in the format which will be tested.

Action Steps to Implement

1) Schedule benchmark essay writing, using the FSA parameters and rubric, once per grading period.
2) Solicit retired ELA teachers to grade practice essays.
3) Assign paraprofessionals to ELA classrooms.

Person Responsible	Curtis Ellis (c2ellis@my.putnamschools.org)

Additional Schoolwide Improvement Priorities

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

The only remaining priority identified was Students with Disabilities. To help this subgroup improve, we have implemented the following safety nets:
1) Free after school tutoring (3 days/week)
2) Free Saturday School (2 times/month)
3) Lower teacher/student ratio for math classes.
4) Remedial ELA classes for SWD students.

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.

Putnam Academy of Arts and Sciences, in partnership with parents and community, provides challenging, well-rounded educational opportunities in a safe and supportive environment.
Our school fosters creative minds, critical thinkers, and ethical character. We are dedicated to the individual development of the attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society. Motivated students are given the opportunity to grow and develop into 21 st century learners. Our school, which establishes a comprehensive and rigorous curriculum to meet and exceed the standards of Florida's Next Generation and the core curriculum, has the following beliefs:
· Our school's curriculum enables students to become self-directed learners and decision-makers, capable of both collaborative and independent learning.
· Our school is committed to reading and math success with school-wide improvement in standardized test scores as well as in other measurements.
· Our school keeps students and staff safe by developing clear lines of communication and procedures for all situations.
· Our school creates a partnership with parents to enhance our students' success.
· We define, teach, and support appropriate student behaviors, reinforcing and rewarding positive behaviors.
· We recognize that appropriate, individualized Professional Development is an essential aspect of school success.
School mission and vision information is shared with stakeholders during PTSO meetings, in the student handbook, and on the school website.
At Putnam Academy, positive relationships are built through a variety of communication efforts (i.e. - emails, phone calls, texts, website announcements, weekly newsletter,

Remind.com, social media, and School Messenger) and through various activities (i.e. - Dad's Breakfast, Mother's Day Breakfast, Open House, PTSO meetings, Band Concerts) scheduled throughout the school year.

Most social-emotional needs of students are met through one-on-one or small group counseling sessions with our school guidance counselor. Students also meet with their mentor teacher monthly and as needed. More severe needs are referred to the Behavior Threat Assessment Team and may require a 504 plan and/or the involvement of outside agencies.

Parents, teachers, students, and community members are provided with many opportunities to be involved at Putnam Academy, whether through PTSO membership or participation as a member of a school committee or our governing board. Additionally, parents, students, and teachers are surveyed annually to determine areas of improvement and needs of each group. Annually, the comprehensive needs assessment is completed during our School Improvement Plan review session, which is attended by faculty, staff, parents, and community members.

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: Science**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: ELA**	$0.00
		Total:	$0.00