

Putnam County School District

# Putnam Academy Of Arts And Sciences



2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Positive Culture &amp; Environment</b>	<b>22</b>
<b>Budget to Support Goals</b>	<b>23</b>

# Putnam Academy Of Arts And Sciences

310 SOUTH PALM AVE, Palatka, FL 32177

[www.putnamacademy.org](http://www.putnamacademy.org)

## Demographics

**Principal: Curtis Ellis D**

Start Date for this Principal: 9/10/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: C (52%) 2017-18: C (50%) 2016-17: D (37%)
<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>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## 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.

## Table of Contents

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>12</b>
<b>Planning for Improvement</b>	<b>20</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>23</b>

# Putnam Academy Of Arts And Sciences

310 SOUTH PALM AVE, Palatka, FL 32177

[www.putnamacademy.org](http://www.putnamacademy.org)

## School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	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	50%

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

## School Board Approval

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

## SIP Authority

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>.

## 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	Position Title	Job Duties and Responsibilities
Ellis, Curtis	Principal	<ul style="list-style-type: none"> <li>• 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</li> <li>• Ensure compliance with all applicable state and federal laws</li> <li>• Supervise all aspects of the school's educational program</li> <li>• 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</li> <li>• Assume responsibility for development, implementation and evaluation of curriculum designed to better meet needs of students</li> <li>• Take action to increase student achievement scores on standardized tests, following the goals set annually by the Governing Board</li> <li>• Assume responsibility in the development, revision, implementation and evaluation of the School Improvement Plan</li> <li>• Maintain high standards of student conduct and enforce discipline, according to due process rights to students</li> <li>• Assume responsibility for the implementation and observance of all Governing Board policies by the school's staff and students</li> <li>• Use technology to facilitate instruction, and to collect and utilize data to analyze student growth and achievement</li> <li>• Take action to build effective teams within the school</li> <li>• 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</li> <li>• Establish and maintain a positive collaborative relationship with students' families to increase student achievement</li> <li>• Work with stakeholders to share the school's continuous improvement efforts</li> <li>• Assume responsibility for the safety and administration of the school facilities</li> <li>• Act as a liaison between the school and community and encourage community participation in school life</li> <li>• Assume responsibility for hiring, training, supervising and evaluating school personnel</li> <li>• Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary</li> <li>• Conduct regular meetings of the staff for proper functioning of the school</li> <li>• Create an annual Professional Development Plan for faculty; establish and maintain individual professional development plans linked to student performance and clearly-defined training activities that result in better student performance</li> <li>• Assume responsibility for the preparation and management of the school budget</li> <li>• Establish the yearly master schedule</li> <li>• 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</li> <li>• Delegate authority and responsibility to appropriate personnel to insure that school activities and programs are effectively supervised and implemented</li> <li>• Use a systematic process to receive and provide feedback about the progress</li> </ul>

Name	Position Title	Job Duties and Responsibilities
Merwin, Sharon	Instructional Coach	<p>of work being done, including the production of all school publications</p> <ul style="list-style-type: none"> <li>• Search for grant opportunities and encourage faculty to do the same</li> <li>• Perform other duties as assigned by the Governing Board</li> </ul>
		<p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> <li>1) Provide instructional assistance and feedback to school personnel.</li> <li>2) Develop and implement the school's instructional program and provide its articulation among school personnel as assigned by the Principal.</li> <li>3) Develop, in conjunction with the Principal, the master teaching schedule and assign teachers according to the identified needs.</li> <li>4) Utilize current educational trends in the planning and preparation of the school instructional program.</li> <li>5) Interpret and enforce Governing Board policy, state statutes, and federal regulations.</li> <li>6) Assist with implementation of the accreditation program.</li> <li>7) Coordinate in the selection of textbooks, materials, and equipment needed at the school.</li> <li>8) Manage and administer the testing program for the school.</li> <li>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.</li> <li>10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions.</li> <li>11) Assist the Principal in the school improvement process.</li> <li>12) Develop and maintain positive school/community relations and act as a liaison between school and community.</li> <li>13) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget.</li> <li>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.</li> <li>15) Coordinate data processing activities as assigned.</li> <li>16) Assume responsibility of the school when the Principal is absent from the building.</li> <li>17) Coordinate ESE program.</li> </ol>
Bevans, Sandi	School Counselor	<ol style="list-style-type: none"> <li>1) Teach, team teach with, or assist teachers in teaching guidance curriculum learning activities.</li> <li>2) Meet with small groups of students outside the classroom to respond to identified interests or needs.</li> <li>3) Conduct or coordinate parenting seminars to provide information and/or support as needed or requested.</li> <li>4) Assist students in developing immediate and long-range plans by analyzing and evaluating students' abilities, interests, skills, and achievement.</li> <li>5) Work with students in planning personal, educational, and career goals.</li> <li>6) Assist students in making the transition from school to school through orientation activities.</li> <li>7) Coordinate the MTSS process.</li> </ol>



Name	Position Title	Job Duties and Responsibilities
Payne, Jim	Instructional Technology	<p>8) Provide individual counseling for students in the areas of personal/social, educational/academic, and career education.</p> <p>9) Provide small group counseling based on student surveys of interest and need.</p> <p>10) Provide consultation and feedback to parents, staff members, and community agencies regarding strategies to help students.</p> <p>11) Make referrals to outside sources when extended counseling or support is necessary.</p> <p>12) Counsel and support students and their families facing emergency situations and make appropriate outside referrals.</p> <p>13) Plan and evaluate the counseling program.</p> <p>14) Promote a positive working relationship with students, staff, and members of the community.</p> <p>15) Consult with teachers and other staff members regularly to provide information, to support staff, and to receive feedback on student needs.</p> <p>16) Pursue continuous professional growth by keeping current with educational developments and literature in the field of school guidance.</p> <p>17) Develop and maintain a library of pertinent information available to students, parents, and staff.</p>
		<p>1) Collaborates with teachers in composing effective technology-infused, content-based lessons, and supports the teachers as they implement the lessons in their classrooms.</p> <p>2) Promotes model instructional practices and the role of technology in them.</p> <p>3) Articulates appropriate instructional technology practices as described in technology practices as described in technology standards for students and teachers.</p> <p>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.</p> <p>5) Collaborates in the evaluation, selection, and implementation of instructional technology materials and software.</p> <p>6) Assists with technology training.</p> <p>7) Works with curriculum staff to develop and implement technology enhanced curriculum integration projects.</p> <p>8) Provides leadership in developing and implementing technology plans and serves on the building technology committee(s).</p> <p>9) Collaborates with principal and staff to ensure infrastructure and tools are available to carry out school and technology initiatives.</p> <p>10) Conduct research about advancements in technology tools and resources to inform decision making.</p> <p>11) Gathers and disseminates information (e.g. - grants, policies, professional development opportunities) relevant to instructional technology.</p> <p>12) Coordinates technology-related grant projects, community outreach projects, and fundraisers.</p> <p>13) Participates in ongoing professional development related to job responsibilities and maintaining expertise in the field.</p>

Name	Position Title	Job Duties and Responsibilities
		14) Participates in workshops and required meetings. 15 ) Conducts staff development and supports community awareness initiatives.

### Demographic Information

**Principal start date**

Friday 9/10/2021, 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**

12

**Total number of students enrolled at the school**

170

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

0

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

2

**Demographic Data**

### Early Warning Systems

**2021-22**

**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	55	66	49	0	0	0	0	170	
Attendance below 90 percent	0	0	0	0	0	0	20	26	32	0	0	0	0	78	
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	2	2	4	0	0	0	0	8	
Course failure in Math	0	0	0	0	0	0	1	8	8	0	0	0	0	17	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	15	14	13	0	0	0	0	42	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	14	19	19	0	0	0	0	52	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	17	41	13	0	0	0	0	71	

**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	5	14	10	0	0	0	0	29	

**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	1	1	0	0	0	0	0	2	

**Date this data was collected or last updated**

Friday 9/10/2021

**2020-21 - As Reported**

**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	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		

**2020-21 - 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	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		

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	39%	54%	45%	40%	53%
ELA Learning Gains				45%	48%	54%	50%	51%	54%
ELA Lowest 25th Percentile				36%	45%	47%	40%	43%	47%
Math Achievement				61%	43%	58%	47%	41%	58%
Math Learning Gains				51%	45%	57%	49%	51%	57%
Math Lowest 25th Percentile				49%	42%	51%	46%	48%	51%
Science Achievement				24%	25%	51%	28%	32%	52%
Social Studies Achievement				75%	60%	72%	67%	60%	72%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	66%	42%	24%	54%	12%
Cohort Comparison						
07	2021					
	2019	46%	38%	8%	52%	-6%
Cohort Comparison		-66%				
08	2021					
	2019	34%	41%	-7%	56%	-22%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	73%	45%	28%	55%	18%
Cohort Comparison						
07	2021					
	2019	66%	33%	33%	54%	12%
Cohort Comparison		-73%				
08	2021					
	2019	21%	16%	5%	46%	-25%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	8%	14%	-6%	48%	-40%
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	65%	54%	11%	67%	-2%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	74%	60%	14%	71%	3%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	71%	49%	22%	61%	10%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

USA TestPrep - Grades 6-8

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65/47%	65/40%	65/41%
	Economically Disadvantaged	23/13%	23/52%	23/56%
	Students With Disabilities	8/0%	8/13%	8/0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65/11%	65/22%	65/32%
	Economically Disadvantaged	23/4%	23/39%	23/26%
	Students With Disabilities	8/0%	8/0%	8/13%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	65/40%	65/23%	65/42%
	Economically Disadvantaged	31/41%	31/50%	31/47%
	Students With Disabilities	9/0%	9/0%	9/0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65/11%	65/12%	65/23%
	Economically Disadvantaged	31/6%	31/9%	31/19%
	Students With Disabilities	9/0%	9/0%	9/0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	65/0%	65/22%	65/9%
	Economically Disadvantaged	31/3%	31/28%	31/13%
	Students With Disabilities	9/0%	9/0%	9/0%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60/33%	60/57%	60/63%
	Economically Disadvantaged	33/39%	33/70%	33/39%
	Students With Disabilities	3/33/5	3/33%	3/33%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60/7%	60/15%	60/28%
	Economically Disadvantaged	33/0%	33/3%	33/21%
	Students With Disabilities	3/33%	3/33%	3/33%
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	60/18%	60/23%	60/35%
	Economically Disadvantaged	33/39%	33/24%	33/45%
	Students With Disabilities	3/33%	3/33%	3/33%
	English Language Learners	0	0	0

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	29	35	13	8	7		20			
BLK	46	50	50	33	28	8	36				
HSP	50			40							
WHT	49	30	25	45	21	17	61	44	74		
FRL	47	39	46	38	17	18	39	48	63		
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			
HSP	55	27		64	55						
WHT	48	55	50	51	50	42	36	64	83		
FRL	34	48	41	37	46	44	16	59			

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	367
Total Components for the Federal Index	9
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	

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%	
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

## Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

### What trends emerge across grade levels, subgroups and core content areas?

According to FSA results and progress monitoring data, Putnam Academy students perform poorly in ELA in grades 7 and 8 and among Students with Disabilities. In mathematics, Putnam Academy students perform well in all subgroups, except among Students with Disabilities. In science, Putnam Academy students perform poorly in all subgroups. In Civics, Putnam Academy students perform well.

### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Science and ELA demonstrate the greatest need for improvement. Historically, both subject areas produce the poorest performance in all subgroups and, with the exception of 6th grade, across all grade levels.

### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Students are enrolled in Earth and Space Science in 6th grade, Physical Science in 7th grade, and Life Science in 8th grade. However, students do not take the FSA Science Assessment, which assesses all three sciences and nature of science, until 8th grade. Thus, science material learned in earlier grades is forgotten. In ELA, many students struggle with Reading Comprehension and are not adept at writing. To address these science and ELA deficiencies, a new integrated science curriculum is needed, and additional writing opportunities should be offered to students.

### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improved areas were mathematics and civics.

### What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to mathematics and civics improvement were:

- 1) Addition of a mathematics remediation class,
- 2) Addition of a civics remediation class, and
- 3) Addition of an algebra support class.

### What strategies will need to be implemented in order to accelerate learning?

To accelerate learning in the deficient areas, the following strategies are needed:

- 1) Additional after school tutoring,
- 2) Additional Saturday School days,
- 3) Continuation and Addition of remedial classes, and
- 4) Hiring additional instructional personnel to assist with SWD students.

### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Putnam Academy faculty and staff will be provided with the following professional development opportunities:

- 1) Strategies for Working with ESE Students,
- 2) School Improvement Institute,
- 3) Florida Into Literature Training, and
- 4) READ 180 Training.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

To ensure sustainability of improvement, the following will be implemented:

- 1) Purchase of Florida Into Literature Curriculum for ELA,
- 2) Purchase of READ 180 Program for Struggling Readers,
- 3) Develop a New Strategic Plan,
- 4) Update Curriculum Maps, and
- 5) Hire Additional Instructional Personnel.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Science

**Area of Focus Description and Rationale:** Science was identified as a critical need based on the fact that, historically, science performance has been the lowest among subtests and subgroups, and science proficiency has been lower than the state and local percentages.

**Measurable Outcome:** To increase the FSA Science Achievement passage rate to 50%.

**Monitoring:** Science achievement will be monitored by implementing the following practices:  
 1) Progress monitoring assessments will be administered three times annually,  
 2) Data notebooks will be maintained by the science teachers, and  
 3) Instructional Coach will check data notebooks and monitor student science performance monthly.

**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:** ELA was identified as a critical need based on the fact that, historically, ELA performance has been the lowest among subtests and subgroups, and ELA proficiency has been lower than the state and local percentages, especially in grades 7 and 8.

**Measurable Outcome:** To improve ELA Gains to 50% and ELA Bottom Quartile percentile to 45%.

**Monitoring:** ELA achievement will be monitored by implementing the following practices:  
 1) Progress monitoring assessments will be administered three times annually,  
 2) Data notebooks will be maintained by the ELA teachers, and  
 3) Instructional Coach will check data notebooks and monitor student ELA performance monthly.

**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.
- 4) Purchase and implement Florida Into Literature series across all grade levels.
- 5) Purchase and implement READ 180 program for bottom quartile students.

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

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Putnam Academy ranked low in all areas of disciplinary incidents, except in the area of drug/public order incidents. The increased ranking in this area was due to one student vaping incident and a couple of student fights. To monitor this misbehavior, the following steps will be taken:**

- 1) All students will participate in a drug prevention program.
- 2) Putnam Academy's guidance counselor will transition from a 25% position to a halftime position.
- 3) BTAT members will continue to monitor these incidents.
- 4) Putnam Academy will conduct a school culture analysis using tools obtained via participation in a school improvement institute.

## 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.

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 21st 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 communications 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 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.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

A) Behavior Threat Assessment Team (monitors school culture and environment through school discipline data analysis)

--Maurica Heisler  
--Jerry Hunt  
--Jim Payne  
--Sharon Merwin  
--Sandi Bevans  
--Sgt. Timothy Frill  
--Curtis Ellis

B) School Improvement Team (promotes positive school culture and environment among faculty and staff)

--Stacy Streeter  
--Joani Jones  
--Sharon Merwin  
--Sandi Bevans  
--Curtis Ellis

C) PAASitive Vibes (publishes positive school news and happenings)

--Donna Scapellati  
--Joani Jones

D) Parent-Teacher-Student Organization (promotes positive school culture and environment among parents, students, and staff)

--Kimberly Reynolds  
--Kelly George  
--Christina Griffis

E) Governing Board (promotes and monitors positive school culture and environment among parents and staff)

--Sharon Hughes  
--Elisabeth Virnstein  
--Diana Latta  
--Jay Browning  
--Shirley Davis  
--Jarvis Wright  
--Lindsey Motl  
--Julia Warwick  
--Kelly McGahey

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Science				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	529-Technology-Related Textbooks	0061 - Putnam Academy Of Arts And Sciences	General Fund		\$20,000.00

		Notes: STEMScopes Smart Science Labs				
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$80,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	520-Textbooks	0061 - Putnam Academy Of Arts And Sciences	General Fund		\$80,000.00
		Notes: Florida Into Literature READ 180				
Total:						\$100,000.00