Putnam Academy Of Arts And Sciences

2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: D (40%) 2018-19: C (52%) 2017-18: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

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)	**2021-22 Title I School**	**2021-22 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	61%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D		C	C

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Ellis, Curtis	Principal	• 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 with 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 evaluation 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 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

Name	Position Title	Job Duties and Responsibilities
		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	• Provide instructional assistance and feedback to school personnel • Develop and implement the school's instructional program and provide its articulation among school personnel as assigned by the Principal • Develop, in conjunction with the Principal, the master teaching schedule and assign teachers according to the identified needs • Utilize current educational trends in the planning and preparation of the school instructional program • Interpret and enforce Governing Board policy, state statutes, and federal regulations • Assist with implementation of the accreditation program • Coordinate in the selection of textbooks, materials, and equipment needed at the school • Manage and administer the testing program for the school • Facilitate personnel development to assure that the school will realize maximum value form each of its employees through in-service and other developmental activities • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions • Assist the Principal in the school improvement process • Develop and maintain positive school/community relations and act as a liaison between school and community • Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget • 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 • Coordinate data processing activities as assigned • Assume responsibility of the school when the Principal is absent from the building • Coordinate ESE program
Bevans, Sandi	School Counselor	• Teach, team teach with, or assist teachers in teaching guidance curriculum learning activities • Meet with small groups of students outside the classroom to respond to identified interests or needs • Conduct or coordinate parenting seminars to provide information and/or support as needed or requested • Assist students in developing immediate and long-range plans by analyzing and evaluating students' abilities, interests, skills, and achievement • Work with students in planning personal, educational, and career goals • Assist students in making the transition from school to school through orientation activities • Coordinate the MTSS process • Serve as 504 Coordinator

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

Name	Position Title	Job Duties and Responsibilities
		• Participates in workshops and required meetings • 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 2022 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 2022 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.*
1

Total number of teacher positions allocated to the school
11

Total number of students enrolled at the school
182

Identify the number of instructional staff who left the school during the 2021-22 school year.
1

Identify the number of instructional staff who joined the school during the 2022-23 school year.
5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	48	82	52	0	0	0	0	182
Attendance below 90 percent	0	0	0	0	0	0	19	35	23	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	5	9	3	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	0	7	2	0	0	0	0	9
Course failure in Math	0	0	0	0	0	0	2	7	6	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	10	32	22	0	0	0	0	64
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	16	24	18	0	0	0	0	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	48	45	20	0	0	0	0	113

Using the table above, complete the table below with the number of students by current grade level who have 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	8	25	17	0	0	0	0	50

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	1	0	0	0	0	2

Date this data was collected or last updated
Wednesday 9/7/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	34%	33%	50%				51%	39%	54%
ELA Learning Gains	34%						45%	48%	54%
ELA Lowest 25th Percentile	25%						36%	45%	47%
Math Achievement	37%	30%	36%				61%	43%	58%
Math Learning Gains	43%						51%	45%	57%
Math Lowest 25th Percentile	34%						49%	42%	51%
Science Achievement	46%	37%	53%				24%	25%	51%
Social Studies Achievement	54%	43%	58%				75%	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	2022					
	2019	66%	42%	24%	54%	12%
Cohort Comparison						
07	2022					
	2019	46%	38%	8%	52%	-6%
Cohort Comparison		-66%				
08	2022					
	2019	34%	41%	-7%	56%	-22%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	73%	45%	28%	55%	18%
Cohort Comparison						
07	2022					
	2019	66%	33%	33%	54%	12%
Cohort Comparison		-73%				
08	2022					
	2019	21%	16%	5%	46%	-25%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	8%	14%	-6%	48%	-40%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	65%	54%	11%	67%	-2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	60%	14%	71%	3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	49%	22%	61%	10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD		21	28		32	33		36			
BLK	32	33	17	31	38	33		50			
HSP	50	30		30	20						
WHT	30	33	37	42	49	40	47	57	53		
FRL	34	33	20	38	40	31	48	60	52		
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			

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	9
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	43
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 and mathematics across all grade levels and among all subgroups.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA and mathematics demonstrate the greatest need for improvement.

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

Data analysis revealed that the number of Level 1 and 2 students enrolled at Putnam Academy more than doubled from previous years (e.g. - FY '21 = 28% Level 1 and 2 students; FY '22 = 70% Level 1 and 2 students). Another revelation was the fact that these students in the lower quartile posted smaller gains than other students; only a quarter of these students improved in ELA, whereas one third improved in math.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improved areas were science and civics. Civics proficiency improved nine percent from 2021 to 2022, whereas science proficiency has doubled from pre-Pandemic performances.

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

Contributing factors to science and civics improvement were:
1) Addition of a civics remediation class, and
2) Implementation of a new science curriculum.

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) Continuation and addition of remedial ELA and mathematics classes,
2) Addition of summer academic boot camp,
3) Continuation of after-school tutoring and Saturday School,
4) Hiring of additional instructional personnel to assist with Level 1 and 2 students,
5) Full implementation of new ELA curriculum,
6) Purchase and implementation of new mathematics curriculum, and
7) Purchase of online program for use in closing achievement gaps.

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) Florida Into Math Training,
2) MATH 180 Training,
3) Florida Into Literature Training,
4) READ 180 Training,
5) Strategies for Closing Achievement Gaps, and
6) Waggle 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 Math curriculum,
2) Purchase of MATH 180 program for struggling learners,
3) Purchase of Waggle program for use in closing learning gaps, and
4) Hire additional instructional personnel.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA was identified as a critical need based on the fact that student performance decreased in this area across all grade levels and in all subgroups.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	To increase the ELA achievement rate, as measured by F.A.S.T. Progress Monitoring, to 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	ELA achievement will be monitored by implementing the following practices: 1) F.A.S.T. Progress Monitoring will be administered three times annually, 2) Data notebooks will be maintained by the ELA teachers, 3) Instructional Coach will check data notebooks monthly, 4) Instructional Coach and ELA teachers will analyze Progress Monitoring data and will adjust instruction accordingly, and 5) Instructional Coach will monitor full implementation of ELA curriculum.
Person responsible for monitoring outcome:	Sharon Merwin (smerwin@my.putnamschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ELA teachers will fully implement the Florida Into Literature curriculum and READ 180 program, which are aligned to F.A.S.T. standards. Additionally, the online Waggle program will be used to close achievement gaps.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Florida Into Literature and READ 180 will allow students to receive instruction aligned to Florida's new F.A.S.T. standards. Waggle will provide lower level students with adaptive, personalized practice and instruction for building foundations and accelerating skills growth.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) Fully implement Florida Into Literature and READ 180.

Person Responsible	Sharon Merwin (smerwin@my.putnamschools.org)

2) Purchase online Waggle program.

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

3) Hire additional instructional personnel.

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

4) With the exception of honors classes, assign a paraprofessional to each ELA classroom.

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

5) Track student progress and mastery of F.A.S.T. ELA standards.

Person Responsible   Sharon Merwin (smerwin@my.putnamschools.org)

Provide Florida Into Literature, READ 180, and Waggle training for ELA instructional personnel.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Math was identified as a critical need based on the fact that student performance decreased in this area across all grade levels and in all subgroups.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	To increase the math achievement rate, as measured by F.A.S.T. Progress Monitoring, to 50%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Math achievement will be monitored by implementing the following practices: 1) F.A.S.T. Progress Monitoring will be administered three times annually. 2) Data notebooks will be maintained by the math teachers. 3) Instructional Coach will check data notebooks monthly. 4) Instructional Coach and math teachers will analyze Progress Monitoring data and will adjust instruction accordingly, and 5) Instructional Coach will monitor implementation of math curriculum.
Person responsible for monitoring outcome:	Sharon Merwin (smerwin@my.putnamschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Math teachers will implement the Florida Into Math curriculum and MATH 180 program, which are aligned to F.A.S.T. standards. Additionally, the online Waggle program will be used to close achievement gaps.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Florida Into Math and MATH 180 will allow students to receive instruction aligned to Florida's new F.A.S.T. standards. Waggle will provide lower level students with adaptive, personalized practice and instruction for building foundations and accelerating skills growth.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1) Implement Florida Into Math and MATH 180.

Person Responsible	Sharon Merwin (smerwin@my.putnamschools.org)

2) Purchase Florida Into Math, MATH 180, and online Waggle program.

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

3) Hire additional instructional personnel.

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

4) With the exception of honors classes, assign a paraprofessional to each math classroom.

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

5) Track student progress and mastery of F.A.S.T. math standards.

Person Responsible   Sharon Merwin (smerwin@my.putnamschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 communication efforts (e.g. - emails, phone calls, texts, website announcements, weekly newsletters, Remind.com, social media, and School Messenger) and through various activities (e.g. - Dad's Breakfast, Mother's Day Breakfast, Open House, PTSO meetings, and 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 serving on 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 school culture and environment.

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
--Caleb French
--Curtis Ellis

B) School Improvement Team (promotes positive school culture and environment among faculty and staff)
--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)
--Kelly George, President
--Kerri Mull, Vice-President
--Christina Griffis, Treasurer
--Donna Scapellati, Secretary

E) Governing Board (promotes and monitors positive school culture and environment among parents and staff)
--Jarvis Wright, Chairman
--Elisabeth Virnstein, Secretary
--Diana Latta
--Sharon Hughes
--Jay Browning
--Shirley Davis
--Lindsey Motl
--Julia Warwick
--Kelly McGahey, Parent Liaison