

Putnam County School District

Putnam Academy Of Arts And Sciences School



2023-24

Schoolwide Improvement Plan (SIP)

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Putnam Academy Of Arts And Sciences

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www.putnamacademy.org

School Board Approval

This plan was approved by the Putnam County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Ellis, Curtis	Principal	<ul style="list-style-type: none"> • 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
		<p>of work being done, including the production of all school publications</p> <ul style="list-style-type: none"> • Search for grant opportunities and encourage faculty to do the same • Perform other duties as assigned by the Governing Board
Merwin, Sharon	Instructional Coach	<ul style="list-style-type: none"> • 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 from 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	<ul style="list-style-type: none"> • 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
		<ul style="list-style-type: none"> • 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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Putnam Academy's School Improvement Plan development begins annually with a review of student performance data. This review of formative, summative, and longitudinal data is conducted by multiple groups of stakeholders: 1) Leadership Team (during weekly leadership meetings), 2) Faculty and Staff (during weekly faculty meetings), 3) Parent/Teacher/Student Organization (during monthly PTSO meetings), and 4) Governing Board (during monthly meetings and during annual board retreats). The stakeholders involved in these four reviews include administrators, certified staff, classified staff, parents, students, business leaders, and community members. Following the review, input from these stakeholders is used to determine areas of focus, strategy implementation, and benchmarks for the current School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Putnam Academy's School Improvement Plan will be monitored monthly by the school leadership team. Implementation effectiveness will be determined based upon student performance on school-created benchmark assessments and FAST progress monitoring. The monitoring process will include ensuring the plan is implemented with fidelity, adjusting instructional delivery when necessary, providing additional interventions as needed, and updating plan goals as warranted.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	24	34	32	90	
One or more suspensions	0	0	0	0	0	0	8	7	15	30	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	2	3	6	
Course failure in Math	0	0	0	0	0	0	4	6	6	16	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	5	10	30	45	
Level 1 on statewide Math assessment	0	0	0	0	0	0	11	7	22	40	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	21	28	35	84	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	10	9	18	37	

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	19	35	23	77	
One or more suspensions	0	0	0	0	0	0	5	9	3	17	
Course failure in ELA	0	0	0	0	0	0	0	7	2	9	
Course failure in Math	0	0	0	0	0	0	2	7	6	15	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	10	32	22	64	
Level 1 on statewide Math assessment	0	0	0	0	0	0	16	24	18	58	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	48	45	20	113	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	8	25	17	50

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	19	35	23	77	
One or more suspensions	0	0	0	0	0	0	5	9	3	17	
Course failure in ELA	0	0	0	0	0	0	0	7	2	9	
Course failure in Math	0	0	0	0	0	0	2	7	6	15	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	10	32	22	64	
Level 1 on statewide Math assessment	0	0	0	0	0	0	16	24	18	58	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	48	45	20	113	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	8	25	17	50

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	40	49	34	33	50	49		
ELA Learning Gains				34			35		
ELA Lowest 25th Percentile				25			33		
Math Achievement*	43	43	56	37	30	36	43		
Math Learning Gains				43			22		
Math Lowest 25th Percentile				34			13		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	36	49	46	37	53	54		
Social Studies Achievement*	50	50	68	54	43	58	45		
Middle School Acceleration	59	59	73	52	41	49	73		
Graduation Rate					46	49			
College and Career Acceleration					54	70			
ELP Progress			40		52	76			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	228
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	16	Yes	4	2
ELL				
AMI				
ASN				
BLK	44			
HSP	57			
MUL				
PAC				
WHT	46			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	3	1
ELL				
AMI				
ASN				
BLK	33	Yes	1	
HSP	33	Yes	1	
MUL				
PAC				
WHT	43			
FRL	40	Yes	1	

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			43			36	50	59			
SWD	12			18			0	33			4	
ELL												
AMI												
ASN												
BLK	33			39			42	38	67		5	
HSP	67			47							2	
MUL												
PAC												
WHT	42			48			27	71	43		5	
FRL	40			42			37	47	63		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	34	34	25	37	43	34	46	54	52			
SWD	0	21	28	0	32	33		36				
ELL												
AMI												
ASN												
BLK	32	33	17	31	38	33		50				
HSP	50	30		30	20							
MUL												
PAC												
WHT	30	33	37	42	49	40	47	57	53			
FRL	34	33	20	38	40	31	48	60	52			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	35	33	43	22	13	54	45	73			
SWD	21	29	35	13	8	7		20				
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	46	50	50	33	28	8	36					
HSP	50			40								
MUL												
PAC												
WHT	49	30	25	45	21	17	61	44	74			
FRL	47	39	46	38	17	18	39	48	63			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	27%	36%	-9%	47%	-20%
08	2023 - Spring	37%	32%	5%	47%	-10%
06	2023 - Spring	60%	45%	15%	47%	13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	56%	60%	-4%	54%	2%
07	2023 - Spring	19%	21%	-2%	48%	-29%
08	2023 - Spring	51%	51%	0%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	15%	-15%	44%	-44%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	25%	68%	50%	43%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	56%	45%	11%	63%	-7%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	48%	2%	66%	-16%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to FAST results, our students perform poorly in 8th grade science. Each student, who was administered the 8th grade science assessment, was a Level 1 ELA student. The fact that these students struggle with reading contributed to their low performance on the science assessment.

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

According to FAST results, the greatest decline was in Civics EOC. The decline, which was minor, occurred due to the fact that 49% of these students were Level 1 ELA students.

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.

When compared to the state average, the greatest gap was 8th grade science. Each student, who was administered the 8th grade science assessment, was a Level 1 ELA student. The fact that these students struggle with reading contributed to their poor performance on the science assessment.

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

According to FAST results, math showed the greatest improvement. This improvement resulted from the purchase and implementation of a new math curriculum, which includes a math intervention component, and from hiring additional instructional personnel to assist with mathematics classes.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Upon review of the EWS data, two areas of concern emerged:

- 1) Nearly half (45%) of our current students had an attendance rate below 90% last year, and
- 2) One third of our current students are Level 1 students.

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

- 1) ELA
- 2) Math
- 3) Science
- 4) Civics

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher Retention and Recruitment was selected as an area of focus due to the fact that 39% of our instructional staff from 2022-2023 did not return to our school for the current school term.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To retain 80% of instructional staff for the 2024-2025 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teacher retention will be monitored using staff attendance data and staff satisfaction surveys.

Person responsible for monitoring outcome:

Curtis Ellis (c2ellis@my.putnamschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Staff retention will be improved by supporting teacher well-being and promoting teacher engagement along with PL in the area. The evidence-based intervention being implemented for this Area of Focus is implementation of structured professional learning that results in change in teacher knowledge and practices.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher well-being support was selected as an intervention to help prevent teacher burnout, whereas promoting teacher engagement was selected to enhance communication through staff engagement. Effective professional development is defined as structured professional learning that results in changes to teacher knowledge and practices, and improvements in student learning outcomes. Professional learning is conceptualized as a product of both externally provided and job-embedded activities that increase teachers' knowledge and help them change their instructional practice in ways that support student learning. Thus, formal PD represents a subset of the range of experiences that may result in professional learning.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Enhance staff support through peer mentorship.

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

By When: First Month of Employment

Enhance staff communication through staff engagement in strategic initiatives.

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

By When: End of First Nine Weeks

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our ELA scores improved drastically in 2022-2023, but due to our high staff turnover rate and the fact that 40% of our students are new to us this year, we selected ELA as an area of focus to ensure continued fidelity in the implementation of our newly purchased ELA curriculum.

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 FAST Progress Monitoring, to 45%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

ELA achievement will be monitored by continuing the following practices:

- 1) FAST 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 implementation of ELA curriculum.

Person responsible for monitoring outcome:

Sharon Merwin (smerwin@my.putnamschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ELA teachers will fully implement the Florida Into Literature curriculum and READ 180 program, which are aligned to FAST standards. Additionally, the online Waggle program will be used to close achievement gaps.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Florida Into Literature and READ 180 will allow students to receive instruction aligned to FAST standards. Waggle will provide lower level students with adaptive, personalized practice and instruction for building foundations and accelerating skills growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implement Florida Into Literature, READ 180, and Waggle

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

By When: First Week of School

Continue to employ additional instructional personnel

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

By When: Pre-planning

The ELA paraprofessional will support intervention and improve learning for students by:

- 1) assisting individual students and small groups,
- 2) providing accommodations for 504 and IEP students,
- 3) answering individual questions,
- 4) re-reading stories with students,
- 5) listening to students read,
- 6) checking and editing student work,
- 7) assisting with independent reading,
- 8) monitoring and supporting computer work,
- 9) recording student data, and
- 10) reinforcing academic skills.

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

By When: Throughout the school year

Track student progress and mastery of FAST ELA standards

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

By When: First Nine Weeks and throughout the school year

Provide professional development for reading instructional personnel from Houghton-Mifflin-Harcourt and from Putnam Academy's Instructional Coach and Principal. Professional development topics will include:

- 1) Instructional Roles and Responsibilities,
- 2) Ethics and Professionalism,
- 3) Instructional Strategies,
- 4) Behavior Management,
- 5) Re-enforcing Academic Skills,
- 6) Assisting and Supporting Curriculum and Instruction,
- 7) Providing Accommodations,
- 8) Collecting, Recording, and Analyzing Data, and
- 9) Inclusion Environments.

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

By When: Pre-planning and throughout the school year, as needed and required

Have on grade level and high interest books in ELA classrooms that support independent reading

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

By When: First Day of School

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our math scores improved drastically in 2022-2023, but due to our high staff turnover rate and the fact that 40% of our students are new to us this year, we selected math as an area of focus to ensure continued fidelity in the implementation of our newly purchased math curriculum.

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 FAST Progress Monitoring, to 55%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Math achievement will be monitored by continuing the following practices:

- 1) FAST 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Math teachers will fully implement the Florida Into Math curriculum and Math 180 program, which are aligned to FAST standards. Additionally, the online Waggle program will be used to close achievement gaps.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Florida Into Math and Math 180 will allow students to receive instruction aligned to FAST standards. Waggle will provide lower level students with adaptive, personalized practice and instruction for building foundations and accelerating skills growth.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Implement Florida Into Math, Math 180, and Waggle

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

By When: First Week of School

Continue to employ additional instructional personnel

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

By When: Pre-planning

The Math paraprofessional will support intervention and improve learning for students by :

- 1) assisting individual students and small groups,
- 2) providing accommodations for 504 and IEP students,
- 3) answering individual questions,
- 4) checking and editing student work,
- 5) assisting with independent assignments,
- 6) monitoring and supporting computer work,
- 7) recording student data, and
- 8) reinforcing academic skills.

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

By When: Throughout the school year.

Track student progress and mastery of FAST math standards

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

By When: First Nine Weeks

Provide professional development for math instructional personnel from Houghton-Mifflin-Harcourt and from Putnam Academy's Instructional Coach and Principal. Professional development topics will include:

- 1) Instructional Roles and Responsibilities,
- 2) Ethics and Professionalism,
- 3) Instructional Strategies,
- 4) Behavior Management,
- 5) Re-enforcing Academic Skills,
- 6) Assisting and Supporting Curriculum and Instruction,
- 7) Providing Accommodations,
- 8) Collecting, Recording, and Analyzing Data, and
- 9) Inclusion Environments.

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

By When: Pre-planning and throughout school year, as needed and required

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process for reviewing school improvement funding allocations included:

- 1) studying performance data trends,
- 2) considering performance levels of students,
- 3) examining early warning systems, and
- 4) analyzing staff attrition rates.

By implementing this process, our school leadership team ensured that resources were allocated to the areas of greatest need--language arts and mathematics.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Our SIP, UniSIG budget, and SWP is disseminated to stakeholders via our school website, www.putnamacademy.org, during monthly PTSO meetings, and during bi-monthly governing board meetings. When possible, each component is provided in English and Spanish.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Our Parent and Family Engagement Plan is posted on our school website, www.putnamacademy.org, in both English and Spanish. Positive stakeholder relationships are built through capacity building activities, such as New Student Orientation, Open House, PTSO meetings, Breakfast with Dads, and Mother's Day Breakfast, as well as through various parent training opportunities.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

To continue to strengthen our academic program, we will enhance our areas of focus (ELA and math) by requiring struggling students to take two blocks of each focus subject and will provide select honors classes with additional subject-area support classes. To increase the amount and quality of learning time, our school day was adjusted to start and end later, as recommended by the American Academy of Pediatrics, and instruction is being required (and monitored) from bell to bell. Additionally, to provide students will remediation and/or acceleration, before-school tutoring, clubs, and Saturday School is available.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our school fosters the improvement of students' skills outside the academic subject areas in the following ways:

- 1) Employs a full-time guidance counselor,
- 2) Is served by a certified mental health counselor weekly and as needed,
- 3) Operates a Mentor/Mentee program in which each student is assigned to an adult mentor, and
- 4) Provides students opportunities to join specialized clubs, such as Achievers with Dreams and Top Dolphins.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our schools uses the state-funded, college and career readiness program, Xello, to help students explore college and career options based on their personality, skills, and knowledge.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school assists all students with behavior modification using a multi-tiered system of supports (MTSS), which delivers evidence-based interventions and supports that aid in providing the best possible opportunity for student success.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is provided to all instructional personnel as needed and requested annually. Personnel assigned to areas of focus--ELA and mathematics--received summer training, which was provided by Houghton Mifflin Harcourt, in the new ELA and math curriculum. Data analysis training was provided to all instructional personnel by the school principal and instructional coach. Additionally, select instructional personnel will be attending a school improvement conference during the school year.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
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2	III.B.	Area of Focus: Instructional Practice: ELA				\$38,211.88
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0061 - Putnam Academy Of Arts And Sciences	UniSIG	1.0	\$24,785.00
			<i>Notes: Salary for 1.0 FTE paraprofessional to support intervention and improve learning for students specifically in the area of Reading/ELA.</i>			
	5100	210	0061 - Putnam Academy Of Arts And Sciences	UniSIG		\$3,364.00
			<i>Notes: Retirement benefits for one paraprofessional to support intervention and improve learning for students specifically in the area of Reading/ELA. Retirement rate is 13.57%.</i>			
	5100	220	0061 - Putnam Academy Of Arts And Sciences	UniSIG		\$1,897.00
			<i>Notes: Social Security/Medicare benefits for one paraprofessional to support intervention and improve learning for students specifically in the area of Reading/ELA. Social Security/Medicare rate is 7.65%.</i>			
	5100	230	0061 - Putnam Academy Of Arts And Sciences	UniSIG		\$6,360.00
			<i>Notes: Group insurance benefits for one paraprofessional to support intervention and improve learning for students specifically in the area of Reading/ELA. Insurance supplement is a flat rate of \$6,360 per employee.</i>			
	5100	510	0061 - Putnam Academy Of Arts And Sciences	UniSIG		\$1,805.88
			<i>Notes: Expenditures for classroom books to support independent reading including Miss Peregrine's Home for Peculiar Children, The House on Mango Street, The Yearling, Tuck Everlasting, Watership Down, The Outsiders, The Book Thief, Inside Out and Back Again, The Call of the Wild, My Side of the Mountain, Island of the Blue Dolphins, Treasure Island, Julie of the Wolves, Bridge to Terabithia,, Anne of Green Gables, Johnny Tremain, The Secret Garden, Hatchet, Old Yeller, and Where the Red Fern Grows.</i>			
3	III.B.	Area of Focus: Instructional Practice: Math				\$37,083.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0061 - Putnam Academy Of Arts And Sciences	UniSIG	1.0	\$25,344.00
			<i>Notes: Salary for 1.0 FTE paraprofessional to support intervention and improve learning for students specifically in the area of Math.</i>			
	5100	210	0061 - Putnam Academy Of Arts And Sciences	UniSIG		\$3,440.00
			<i>Notes: Retirement benefits for one paraprofessional to support intervention and improve learning for students specifically in the area of Math. Retirement rate is 13.57%.</i>			
	5100	220	0061 - Putnam Academy Of Arts And Sciences	UniSIG		\$1,939.00
			<i>Notes: Social Security/Medicare benefits for one paraprofessional to support intervention and improve learning for students specifically in the area of Math. Social Security/Medicare rate is 7.65%.</i>			
	5100	230	0061 - Putnam Academy Of Arts And Sciences	UniSIG		\$6,360.00
			<i>Notes: Group insurance benefits for one paraprofessional to support intervention and improve learning for students specifically in the area of Math. Insurance supplement is a flat rate of \$6,360 per employee.</i>			
Total:					\$75,294.88	

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No